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ABSTRACT

A LISTING OF 11 ANNOTATED BIBLIOGRAPHIES ON EDUCATIONAL PLANNING IS FOLLOWED BY FOUR MAIN SECTIONS CONTAINING BRIEF DESCRIPTIONS OF OVER 500 ITEMS RELATED TO EDUCATIONAL PLANNING IN BOTH THE DEVELOPED AND THE DEVELOPING NATIONS. MOST OF THE ITEMS (BOOKS, ARTICLES, MONOGRAPHS, SEMINAR AND CONFERENCE PAPERS, AND RESEARCH REPORTS) WERE PUBLISHED BETWEEN 1960 AND 1964. ALL ANNOTATIONS ARE IN ENGLISH AND CITE AVAILABILITY OF ITEMS IN LANGUAGES OTHER THAN THE ORIGINAL. SECTION HEADINGS INCLUDE: (1) THE PURPOSE AND VALUE OF EDUCATIONAL PLANNING, (2) THE PREPARATION OF EDUCATIONAL PLANS, (3) THE ORGANIZATION AND ADMINISTRATION OF EDUCATIONAL PLANNING, AND (4) CASE MATERIALS. SUBJECT DIVISIONS UNDER THE SECTION HEADINGS INCLUDE BASIC TEXTS, EDUCATION AND ECONOMIC AND SOCIAL DEVELOPMENT, STATISTICS IN EDUCATIONAL PLANNING, ECONOMICS OF EDUCATION, MANPOWER AND HUMAN RESOURCES APPROACH TO EDUCATIONAL PLANNING, SUPPLY OF TEACHERS, NEW TEACHING TECHNIQUES, IMPLEMENTATION OF PLANS, AND ADMINISTRATION OF EDUCATIONAL PLANNING. (JK)

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EDUCATIONAL PLANNING:
A BIBLIOGRAPHY

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International Institute for Educational Planning
PARIS

EA 002 736

A WORD ABOUT IIEP

The International Institute for Educational Planning came into existence in July 1963 as an international centre for advanced training and research. Created by Unesco as a semi-autonomous body, it is also financially supported by the World Bank and Ford Foundation. Its physical facilities are provided by the Government of France.

The Institute's aim is to expand knowledge and the supply of competent experts on educational planning in order to assist all nations to accelerate their educational development as a prime requirement for general economic and social development. In this endeavour the Institute will co-operate with interested training and research organizations throughout the world.

Details of the Institute's Governing Board, Staff, and Council of Consultant Fellows, and also of its other publications, are to be found at the back of this volume.

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INTRODUCTION

The Purpose of this Document

This bibliography is one of a trilogy of publications issued by the International Institute for Educational Planning in its first year of operation with a view to accelerating the growth of a world-wide training and research community in the field of educational planning and development. The other two are a directory of some 75 universities and other institutions currently working in this field and an inventory of urgent research needs in educational planning, prepared with the help of leading "consumers" and "producers" of this research.

The rapid evolution of this new field will undoubtedly require the early revision of these publications, but hopefully these first editions will prove useful to the far-flung scholars, policy-makers, practising planners and others who share the conviction that educational planning urgently needs strengthening as a key tool of overall economic and social development.

A motion picture would be far better than a snapshot for viewing the source material in this field, whose total is roughly doubling each year. For practical reasons it was decided in preparing this bibliography to draw the line arbitrarily at what was available at the end of 1963. A more difficult decision was how broad or narrow to set the focus, for educational planning must cast its eye over a wide range of questions - for example, economic development, manpower, curriculum, new teaching techniques, rural development, technical training, finance and fiscal policy - each of which has its own body of research. The decision here was to keep the focus relatively sharp and narrow, in other words to include only those documents which have a quite direct and immediate bearing upon the process of educational planning so as to avoid an unwieldy and perhaps less useful catalogue.

Diversity of language presented another problem. On this the decision was to present titles in the original language, and annotations in English (later we hope to have a French edition as well). Wherever translations were known to exist, this is indicated. Many publications of the United Nations and its Specialized Agencies are, of course, available in three or four languages, just as the majority of OECD publications in this field are available in both French and English.

One important feature of this body of literature is that much of it has not yet reached book form, and by the time it does it may well have been rendered obsolete by the flow of seminar papers, articles, research reports and monographs that constitute the cutting edge of new knowledge in this field. Many of these less formal documents are hard, if not impossible to acquire, but where important they have nonetheless been included to make their existence widely known.

However, limitation of time made it impossible to trace all these less accessible sources, and in this respect the bibliography is not comprehensive. Our hope is that these omissions will be repaired in subsequent editions.

Intellectually the most frustrating problem was how to sort the various pieces into logical and manageable categories in this broad field which, like a melon can be sliced in many ways, no one of which is entirely satisfactory. Four major categories were finally chosen, each with a number of subcompartments: A) The purpose and value of educational planning, B) The preparation of educational plans, C) The organization and administration of educational planning, and D) Case materials. The list of contents will hopefully serve as a helpful guide to users. Since many of the documents cited cut across these categories (or any others one might construct), the principle was followed of listing the same item in more than one place where necessary rather than burdening the user with clumsy cross references.

A fascinating by-product of this whole effort has been to place in somewhat clearer perspective the general state of knowledge in this whole field - the areas of greatest recent progress and the conspicuous gaps alike. The profile of present documents suggests, for example, that development economists have been somewhat more active than educators themselves in opening up the field of comprehensive, integrated educational planning, though pioneer educators have not been far behind. The economists, however, have thus far confined their attention largely to the "external" relations of education to the whole economy - to examining, for example, the contribution of educational investment to economic growth, and the manpower requirements for economic growth which must be served by education. The "internal economics of education" - the whole matter of how available resources, whatever their level, can be utilized more effectively to produce larger and better educational results, still beckons strongly for co-operative attention of educators and economists. The whole field of cost analysis, for example, has been little explored relative to its obvious importance.

In the area of techniques and procedures of educational planning, one notes that available written materials, largely prepared by economists though increasingly by educators, deal mainly with the setting of long-range, global targets which accent the quantitative dimension and which, taken by themselves, tend to obscure both the qualitative dimensions and the important distinctions between, for example, rural and urban educational needs. The latter would seem to represent a challenging frontier for future efforts. Another impression is that much of the material on planning techniques, while intellectually rigorous and satisfying, is too sophisticated to fit the majority of practical situations - in that it assumes the availability of detailed data and the necessity of refinements which in fact are neither feasible nor essential at this stage. There is evident need, one suspects, for more down-to-earth guidance for those who have the practical responsibility for educational planning under conditions that cannot yet accommodate elaborate theories and analysis.

Perhaps most striking of all is the dearth of literature relating to the implementation of plans, which appears to be the sandbar upon which most plans founder and which lies largely beyond the customary purview of educators and economists. Here one is inclined to plead with the public administration experts and political scientists to lend a larger hand.

The literature is also disturbingly thin on the relationship of education and educational planning to social development, as distinct from economic development (if in fact it is possible to distinguish between them). Most economists are quick to agree with the educators who fear too narrow a linking of education to economic growth, for unquestionably education must contribute to the vital non-economic dimensions and forces of national development. But sociologists and others concerned with social development still have far to go in translating social development objectives into sufficiently specific terms to be operationally useful for educational planning and programming.

In short, a review of the present literature, though encouraging by contrast with a few years ago, makes it clear that the deficiencies are still enormous and that while educators and economists have much unfinished business ahead, the other social sciences have scarcely begun their work in this field.

Special thanks are due to the Educational Planning Division of Unesco for having initiated the work on which this bibliography is built, and to Mr. Anthony Wheeler, a professional member of the Institute's staff, who painstakingly saw this project through from beginning to end. Though legally the Institute is a part of Unesco, the Institute itself takes full responsibility for the contents of this publication.

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Existing Bibliographies in Educational Planning

1. Alexander - Frutschi, M.C. (Editor). Human resources and economic growth. Stanford Research Institute, 1963. XV + 398 p.

1,150 references (annotated), including sections on educational planning. Perhaps the most comprehensive bibliography in and around the field to date.

2. Brembeck, Cole S. ; Weidner, Edward W. Education and development in India and Pakistan. A select and annotated bibliography. Michigan State University, no date. 221 p., (Education in Asia series 1.)

The major part of this work is concerned with different aspects of education, and in addition a number of publications closely related to educational planning are included

3. Brembeck, Cole S. ; Keith, John P. Education in emerging Africa. A select and annotated bibliography. Michigan State University, no date. 153 p., (Education in Africa series 1.)

Contains sections on 'Education and change' and 'Educational planning'.

4. Centre régional de formation des cadres supérieurs de l'enseignement dans les états arabes. Beirut, 1962-63. 98 p.

The Centre's programme, containing a bibliography in the English, French and Arabic languages.

5. Fleig, Paul, *et al.* Essai de bibliographie choisie. Rome, World Union of Catholic Teachers, 5th Congress, 1963. 69 p. Processed.

The theme of the conference was 'Coopération entre les enseignants catholiques et les parents face à la planification de l'enseignement', and pp. 45-62 contain entries relating to planning in general and educational planning. No annotations.

6. IEDES. Bibliographie. Rôle de l'éducation dans le passage de l'économie de subsistance à l'économie de marche : l'Afrique tropical d'expression française. Paris, IEDES, April 1964. 45 p. Processed.

There are many references included in this bibliography which have relevance for educational planning, principally with reference to Africa, though in some cases with wider applicability.

7. Regional Centre for the Advanced Training of Educational Personnel in the Arab States. Qa'imah bibliografiyah bi-aham al-maraje' al-'arabiyah al-khaṣah bil-takhtıt al-tarbawi. Beirut, 1963. 12 p.

A bibliographical list of the more important Arabic publications on educational planning held at the Centre.

8. UAR. Ministry of Education. Documentation and Research Centre for Education. Bibliography of educational planning in the United Arab Republic, no date. 3 p. Processed.

A list of annotated entries of official UAR publications on educational planning.

9. Unesco. Bibliography in educational planning. Paris, Unesco, December 1963. 96 p. Processed. (Unesco/EDplan bibliography.)

This is the author's previous bibliography, compiled for Unesco.

10. Unesco. Educational planning - a preliminary listing. Paris, Unesco, 1962. 35 p., (Education abstracts, vol. XIV, no. 2, 1962.)

180 references, many extensively annotated, beginning with an international section and followed by national reports and articles.

11. Unesco. Economic and educational planning in Asia. Bangkok, Unesco, 7 March 1963. 17 p. (Classified 'limited'.)

Contains sections on economic development, Asian national development plans, educational planning, both in general and with specific reference to Asian countries and statistics.

A. The purpose and value of educational planning

A1. Basic texts

Books

1. Asher, Robert E., et al. Development of the emerging countries, an agenda for research. Washington D.C., The Brookings Institution, 1962. 239 p.

A series of essays outlining directions for research and action in various aspects of development. No. 5, by Mary Jean Bowman and C. Arnold Anderson, deals specifically with the role of education in development. Education and development is also mentioned in essays nos. 3 and 4.

2. Centro Europea dell'Educazione - La pianificazione scolastica. Rome, Fratelli Palombi Editori, 1961. 588 p., (Collana "Scuola Europea" no. 5.)

Besides offering Italian translations of several other major sources, this book includes a large number of papers by Italian authors, dealing with socio-economic factors in the educational structure, and many aspects of educational planning.

3. Curle, Adam. Educational strategy for developing societies. London, Tavistock Publications Ltd., 1963. 180 p., bibliography

In this important book the author studies the role of education in the transformation of underdeveloped societies. Economic development is considered to be only one aspect, albeit an important one, of this transformation process, which is primarily one of social and psychological change.

4. Galbraith, J.K. Economic development in perspective. Cambridge, Mass., Harvard University Press, 1962. 76 p.

In this series of lectures the author discusses a number of themes in economic development, including the relation of education.

5. Higgins, Benjamin. Economic development. New York, Norton and Co. 1959. 803 p., bibliography, many tables and figures.

Basic textbook on economic development. Chapter 27 deals with the planning of development.

6. Hirschman, Albert O. The strategy of economic development. New Haven, Yale University Press, 1958. 217 p., 6 figures.

An influential and controversial analysis of the economic development process.

7. International Association of Universities. Some economic aspects of educational development in Europe. Paris, International Universities Bureau, 1961. 144 p.

The summary and papers of a conference held in 1960 to discuss the future progress of education, particularly in relation to economic growth, and the planning requirements deriving therefrom.

8. Lebret, L.J. Dynamique concrète du développement. Paris, Economie et humanisme, Les Editions ouvrières, 1961. 550 p., tables, graphs, bibliography.

A significant French text on economic development.

9. Lewis, W. Arthur. The theory of economic growth. London, George Allen and Unwin, Unwin, 1955. 453 p.

A basic textbook for the study of economic development. Pays close attention to education as a development factor.

10. Myrdal, Gunnar. Economic theory and underdeveloped regions. London, Duckworth and Co., 1957. 168 p.

Part 1 characterizes underdevelopment as evidence of international economic inequality, and outlines the process producing this. The need for planning to remedy this trend is stressed (chapter 7) as is the need for new departures in the theoretical study of development.

11. Nurkse, Ragnar. Problems of capital formation in underdeveloped countries. Oxford, Basil Blackwell, 1953. 163 p.

A key text in the theory of economic development. In his introduction the author states that he refers to human as well as physical capital, though the discussion is conducted in relation to the latter, education receiving only passing specific references.

12. OEA - Unesco. Seminario Interamericano sobre Planeamiento Integral de la Educación. Significado y alcance del planeamiento. Washington D.C., Unión Panamericana, 1959. 122 p. (Documentos de trabajo, Tomo 1.)

Papers justifying planning of education in a democratic community, and suggesting its nature, scope, extent, content, etc.

13. Parnes, Herbert S. Planning education for economic and social development. Paris, OECD, October 1963. 270 p., tables.

The papers which comprise this book together give an introduction and in some cases detailed treatment of almost all aspects of the subject. Hence this must be regarded as a basic text for educational planners.

14. Schumpeter, Joseph A. The theory of economic development. New York, Oxford University Press, 1961. 255 p. (Also many earlier editions.)

An early theoretical approach to the process of economic development which has retained interest in the face of subsequent work. Hence it can be described as a 'classic' in the literature. However, as it is based on the example of the now-developed countries, there remains the question of the extent of its applicability elsewhere.

15. Unión Panamericana - La educación 25-26 enero - junio 1962. Washington, Unión Panamericana, 1962. 256 p.

This issue of the journal is mainly devoted to reproduction of some of the more important papers of the Conference on Education and Economic and Social Development in Latin America, held at Santiago de Chile in 1962.

16. Youngson, A.J. Possibilities of economic progress. London, Cambridge University Press, 1959. 325 p., tables.

A discussion of the nature and causes of economic progress and its acceleration, drawing on the views of economists of the past, is followed by some historical studies to examine the concepts developed. The place of education is referred to, with specific references to its importance in Denmark and the U.S.A.

Articles

1. Debeauvais, M. et al. 'La planification de l'éducation et ses facteurs économiques et sociaux'. Tiers-Monde (Paris), tome 1, nos. 1-2, janvier-juin 1960. pp. 27-248.

Series of articles on a variety of aspects of educational planning in its economic, social, pedagogical and institutional contexts. Articles listed separately elsewhere in relevant sections of the bibliography.

2. Johnston, Bruce F.; Mellor, John W. 'The role of agriculture in economic development'. American Economic Review. (Menasha, Wisconsin). Vol. LI, no. 4, September 1961. pp. 556-93.

The article discusses the role of agriculture in economic development, emphasizing the significance of rural education in this relationship.

3. Lewis, W. Arthur. 'Economic problems of development'. Development Research Digest. (Washington D.C.). Vol. 1, no. 3. January 1963. pp. 1-14.

In this paper the author highlights some of the tensions associated with the development process, in turn highlighting some of the difficulties which education can help to overcome.

4. Maddison, Angus. 'Growth problems in underdeveloped countries', in Planning education for economic and social development. Paris, OECD, 1963. pp. 17-25.

The author briefly reviews the growth problems of the developing countries, and also their growth opportunities, including educational progress.

5. Nicholls, William H. 'Accommodating economic change in underdeveloped countries'. American Economic Review (Menasha, Wisconsin). Vol. XLIX, no. 2, May 1959. pp. 156-68.

The author discusses some of the changes in the social, political, and institutional environments which assist economic development, instancing Japan as an example of these processes, including its emphasis on educational growth.

6. Unión Panamericana. 'Seminario sobre Planeamiento Integral de la Educación. La Educación (Washington D.C.). No. 11, Julio-Septiembre 1958. pp. 4-101.

Review of the conclusions and recommendations of the inter-American seminar on educational planning, 1958.

Documents

1. El-Koussy, A. Some problems of planning in the Arab world. Cairo, Institute of National Planning, 15 May 1963. 16 p. Processed. (Memo no. 302.)

A discussion of the rationale of educational planning in relation to education and national development, which brings out particular educational problems of the Arab world with which planning will have to deal.

2. Johnson, Harry G. Towards a generalized capital accumulation approach to economic development. Paris, OECD, 9 April 1963 (DAS/PD/63.10). 10 p. Classified "restricted".

A concise introduction to the state of economic theory in relation to the influence of education on economic growth, via its impact as a form of investment in labour. The article is built around the concept of economic development as a generalized process of capital accumulation, and discusses some difficulties of applying this approach to education.

3. Regional Centre for the Training of Educational Planners, Administrators and Supervisors in Asia, New Delhi. Educational planning in developing countries. New Delhi, April 1963. 25 p.

A concise and valuable introduction to all aspects of the subject of educational planning.

4. Unesco - OAS. *Philosophy and scope of overall planning for education.* Paris, Unesco, 30 June 1961. 54 p. Processed.
(Also published in French and Spanish.)

This document, the conclusions and recommendations of the first inter-American seminar on overall planning of education, makes proposals for the setting-up and operation of educational planning in the countries of Latin America, and also for the reform of their educational systems.

A2. Education and economic and social development

Books

1. American Association of Colleges for Teacher Education. *Educational investment in the Pacific community.* Washington D.C., American Association of Colleges for Teacher Education, 1963. 91 p.

The articles comprising this report include several referring to the educational experiences and needs of various Pacific countries, particularly in relation to their economic growth.

2. Asher, Robert E., *et al.* *Development of the emerging countries, an agenda for research.* Washington, D.C., The Brookings Institution, 1962. 239 p.

A series of essays outlining directions for research and action in various aspects of development. No. 5, by Mary Jean Bowman and C. Arnold Anderson, deals with the role of education in development. Education and development is also mentioned in essays nos. 3 and 4.

3. Batten, T.R. *School and community in the tropics.* London, Oxford University Press, 1959. 177 p.

A study, using examples from many countries, of schools in relation to local needs - the community approach to education, which relates it to development.

4. Cormack, Margaret L. She who rides a peacock. New York, Praeger, 1961. 264 p.

A perceptive study of the reactions of Indian students to their lives in a rapidly changing society, suggesting that education must be adapted to social change, so that the influence of education on development is based on qualitative as well as quantitative considerations. Uses questionnaire method.

5. Correa, H. The economics of human resources. Amsterdam, North-Holland Publishing Company, 1963. 262 p., tables and figures.

An endeavour to apply the basic concepts of economics to the study of human resources, of which education is treated as one aspect. Particular attention is paid in the first part to factors influencing the supply of labour, including the demand for and supply of education. In the latter part of the book a model for the forecasting of educational needs is developed.

6. Curle, Adam. Educational strategy for developing societies. London, Tavistock Publications Ltd., 1963. 180 p., bibliography.

In this important book the author studies the role of education in the transformation of underdeveloped societies. Economic development is considered to be only one aspect, albeit an important one, of this transformation process, which is primarily one of social and psychological change.

7. Denison, Edward F. The sources of economic growth in the United States and the alternatives before us. New York, Committee for Economic Development, 1962. 297 p., 33 tables.

The book is of interest as a pioneering endeavour to measure the contribution of education to economic growth (see especially Chapter 7) with reference to the United States. Like all pioneering efforts, it has been the object of criticism.

8. Great Britain, Ministry of Education. 15 to 18. London, Her Majesty's Stationery Office, 1959. Vol. 1 (Report), 519 p. Vol. 2 (Surveys) 240 p.

A report which is important for the emphasis it places on educational reform in the context of economic and social change.

9. Halsey, A.H. et al. Education, economy and society. New York, Free Press of Glencoe, 1962. 625 p.

The essays in this book examine the significance of education in a technologically advancing society, particularly in its sociological aspects. Parts 1 and 2 are of most immediate relevance to the educational planner.

10. Henry, Nelson B. (Editor). Community education principles and practices from world-wide experience. Chicago, National Society for the Study of Education, 1959. 417 p., bibliography.

A series of essays detailing experiences of community education around the world, which are used as the basis for a set of principles for its future successful practice.

11. Hoselitz, Bert F.; Moore, Wilbert E., eds. Industrialization and society. Paris, Unesco - Mouton, 1963. 448 p.

A volume of readings on social aspects of the industrialization process, which includes one study specifically dealing with the effects of educational systems on modernization. In addition many of the other studies have relevance for the educational planner.

12. IBRD. The economic development of Kenya. Baltimore, Johns Hopkins Press, 1963. 380 p., tables, diagrams, maps.

The mission's report has many references to education, and there is a specific section, pp. 221-238, dealing solely with proposals for the expansion of education to meet development needs.

13. India, Planning Commission. Second five-year plan. Education and social services. New Delhi, Government of India Press, 1957. pp. 500-522 deal with education.

Summary of measures for educational reform being undertaken in the context of the Second five-year plan. A series of programmes for education directed to assisting economic development, but not an educational plan.

14. International Association of Universities - Some economic aspects of educational development in Europe. Paris, International Universities Bureau, 1961. 144 p.

> The summary and papers of a conference held in 1960 to discuss the future progress of education, particularly in relation to economic growth, and the planning requirements deriving therefrom.

15. Japan, Ministry of Education. Japan's growth and education. Tokyo, Ministry of Education, Government of Japan, 1963. 243 p., 41 tables, 25 figures.

> An examination of the quantitative and qualitative contributions of education to the economic growth of Japan, and the associated increases in public expenditure on education, and the problems of their distribution. This is followed by an examination of educational planning techniques, and their relation to the educational future.

16. King Hall, R. ; Hans, N. ; Lauwerys, J.A. (Editors). The yearbook of education, 1954. London, Evans Brothers, 1954. 630 p.

> A series of essays on the role of education in social and economic development, including a section on some early efforts at educational planning.

17. King Hall, R. ; Lauwerys, J.A. (Editors). The yearbook of education, 1956 - Education and economics. London, Evans Brothers, 1956. 595 p.

> A widely ranging series of essays discussing education in relation to economic considerations.

18. Malassis, L. Intellectual investment in agriculture for economic and social development. Paris, OECD, 1962. 151 p., 17 tables. (OECD documentation in agriculture and food, no. 60.)

> An examination of intellectual investment, divided between research, education, and information, in the agricultural sector.

Illustrates the relevance of such investment to economic development, and also the need for it to take place in harmony with development, to avoid an exodus of the educated from the land. Chapter 7, dealing with planning, emphasizes the need to include agricultural education in educational planning, and discusses this process, with an example from France. The co-ordination of all the aspects of intellectual investment to facilitate economic development is emphasized.

19. Moore, Wilbert E. Industrialization and labour. Ithaca, New York, Cornell University Press, 1951. 410 p., tables, figures, bibliography.

The author examines the effects of economic development on the quantitative and qualitative supply of labour. In this education is of importance, especially in the light of the sociological approach adopted.

20. Nair, Kusum. Blossoms in the dust. London, Duckworth and Co., 201 p. illustrated.

An investigation of the impact of planned development on India's rural communities. In Chapters 19 and 20 the author shows how unimaginative educational expansion can disrupt rather than assist the development of the rural sector.

21. Nigeria, Federal Ministry of Education. Investment in education. The report of the Commission on Post-School Certificate and Higher Education in Nigeria. Lagos, Federal Government Printer, 1960. 140 p., tables, diagrams and map.

A pioneering effort in relating educational expansion to economic development needs. Part 1 is the general report; Part 2 contains a series of special reports on important particular aspects of educational expansion. Particularly important is Harbison's manpower survey. The perspective is long-term - up to 1980..

22. OECD. Policy Conference on Economic Growth and Investment in Education. Paris, OECD, 1962. Pt. 1, 45 p; Pt. 2, 126 p; Pt. 3, 97 p; Pt. 4; 58 p; Pt. 5, 41 p.
(Also published in French and Spanish.)

One of the key sources in the field, containing articles on many aspects of the subject. Articles dealing specifically with particular subjects are listed separately under their authors.

23. Pakistan, Ministry of Education - Report of the Commission on National Education. Karachi, Government of Pakistan Press, 1959. 360 p.

The Report represents an attempt to lay down lines of guidance for the future development of education in Pakistan. It is notable for the attention paid to education as a channel to economic development.

24. Platt, William J. Toward strategies of education. Menlo Park, California, Stanford Research Institute (International Industrial Development Center), 1961. 37 p.

The author argues the case for regarding education as a significant factor in economic growth, and makes proposals for national and international policies to foster educational improvements.

25. Rodriguez - Pacheco, Osvaldo. Some aspects of educational planning in Puerto Rico. Commonwealth of Puerto Rico, Department of Education, June 1963. 55 p., tables.

Reviews the educational situation in Puerto Rico, suggests the need for educational planning in the context of economic and social planning, and makes proposals for studies preparatory to the establishment of an educational planning body in Puerto Rico.

26. Unesco - ECA (UN). Conference of African States on the Development of Education in Africa, Addis Ababa, 15-25 May 1961. - Final report. Paris, Unesco, no date. 232 p., (Unesco/ED/181).
(Also published in French.)

After general comments on various aspects of African education, the Report outlines a plan for African educational development. Annex IV includes papers on educational planning and the relation of education to development, among other subjects.

27. Unesco. Report of Meeting of Ministers of Education of Asian Member States Participating in the Karachi Plan (Tokyo, 2-11 April 1962). Bangkok, Unesco Regional Office for Education in Asia, 1962. 88 p.

Review of the Karachi Plan. Annex III A discusses its economic implications and Annex III B makes criticisms of the plan in the light of needs for Asian social and economic development.

28. Vaizey, John. The economics of education. London, Faber and Faber, 1962. 165 p., bibliography.

A consideration of education as an economic phenomenon. Chapter 7 discusses the manpower approach to educational planning; Chapters 10 and 11 discuss the relation of education to economic development.

29. Zolotas, Xenophon. Economic development and technical education. Athens, 1960. 60 p., tables, (Bank of Greece papers and lectures, 4.) (Originally published in Greek.)

A statement of the importance of expansion of technical education in the future development of Greece, and proposals for achieving this.

Articles

1. Abramovitz, M. 'Economic growth in the United States'. American Economic Review. (Menasha, Wisconsin). Vol. LII, no. 4, September 1962. pp. 762-82.

A review of Denison's work on economic growth in the United States, which deals in passing with the contribution of education, and is critical of Denison's results in this aspect of his work.

2. Balogh, Thomas. 'The problem of education in Africa'. The Centennial Review. (Michigan State University, East Lansing, Michigan). Vol. VI, no. 4, Fall 1962. pp. 526-52.

Writing in the context of Africa, the author stresses the need for educational planning to take place in close relation to planned economic and social development, or face the danger in the competition for scarce development resources, that over-ambitious or wrongly oriented educational plans will in fact impair the development effort. He denigrates the Unesco Addis Ababa plan on these grounds, and instead proposes an African educational programme more closely related to specific African needs, e.g. education to facilitate agricultural development.

3. Bertelsen, P.H. 'Folk high schools for West Africa'. International Development Review. (Washington D.C.). Vol. 111, no. 3, October 1961. pp. 28-31.

A brief review of the work of the Danish folk high schools suggesting the possible useful results of their adaptation to other developing countries.

4. Clark, Harold F. 'La educación y el desarrollo económico'. La Educación (Washington D.C.). Año V, no. 17, enero-marzo 1960. pp. 17-23.

This article makes out the case for an increase in vocational education during the period of development, adapted, particularly in the agricultural sector, to local needs. The problem of how far this type of educational expansion can be concentrated in the schools is also touched upon.

5. Desroche, H. 'Sous-développement et sous-enseignement. Notes sur quelques colloques récents'. Archives internationales de sociologie de la coopération (Paris). No. 7, janvier-juin 1960. pp. 5-34.

The article draws on the proceedings of a number of conferences held during 1959 to establish a parallel between problems of education in both developed and underdeveloped countries, and suggests that in both cases the school can no longer be the sole channel of education. The consequences of this for educational planning require consideration.

6. Economic Commission for Latin America (UN) -'Economic development and education in Latin America'. Economic Bulletin for Latin America (Santiago). Vol. VII, no. 2, October 1962. pp. 215-40, 21 tables, 7 figures.

The article gives a rapid survey of the economy of Latin America, and obstacles to its development, and then considers the contribution that education can make in this situation.

7. Friedmann, John. 'Intellectuals in developing societies'. Kyklos (Basle, Switzerland). Vol. XIII, fasc. 4, 1960. pp. 513-41.

A sociological study treating economic development as a process of social transformation and asking what is the role of intellectuals, and hence one part of education, in this process.

8. Hanna, Paul R. 'Education as an economic and social instrument in the newly developing nations'. Phi Delta Kappan (Bloomington, Indiana). Vol. XLIII, no. 8, May 1962. pp. 354-56.

This brief article is useful in indicating some past and current research projects at Stanford University relating to education and economic development. Similar studies might be relevant to the research work of national educational planning agencies.

9. Harbison, F.H. 'The strategy of human resource development in modernizing economies'. Policy conference on economic growth and investment in education. Pt. 3. Paris, OECD, 1962. pp. 9-33. (Also published in French and Spanish.)

A discussion of the relation of education to development as a problem in 'human-resource strategy'.

10. Hill, F.F. ; Adams, Don ; Brittain, Roger. - 'Education ; the need for constructive ideas'. International Development Review (Washington D.C.). Vol. IV, no. 4, December 1962. pp. 4-12.

A realistic appraisal of the influence which imaginative educational expansion can potentially have on the development process. The last section outlines an educational structure adapted to existing resource shortages and making use of modern methods.

11. Hoselitz, Bert F. 'Quelques réflexions sur l'économie de l'éducation dans les pays sous-développés'. Tiers-Monde (Paris), Tome 1, nos. 1-2, janvier-juin 1960. pp. 68-78.

Remarks on the relevance of the different levels of education to economic development.

12. International Labour Office. 'The use of social promoters at the Puno base of the Andean Indian programme'. International Labour Review (Geneva). Vol. LXXXVI, no. 3, September 1962. pp. 247-59.

The article describes a programme designed to gain the participation of the rural population in work for development. The training involved might conceivably come within the scope of educational planning.

13. Iribarne, Fraga. 'Facteurs sociologiques dans l'élaboration d'un système d'éducation'. Tiers-Monde (Paris). Tome 1, nos. 1-2, janvier-juin, 1960. pp. 145-55.

Article points out the need for a planned educational system to be set within the existing social structure and fashioned to facilitate its evolution towards development. Hence the sociological aspects of any educational plan are important factors in its success.

14. Lewis, W.A. 'Priorities for educational expansion'. Policy Conference on Economic Growth and Investment in Education. Pt. 3. Paris, OECD, 1962. pp. 35-49.
(Also published in French and Spanish.)
This article has also appeared under the title 'Education and economic development' in Social and Economic Studies. Vol. 10, no. 2, June 1961, and in International Social Science Journal. Vol. XIV, no. 4, 1962. pp. 685-699.

Some very pertinent comments on the relative importance of different levels of education and their expansion in relation to the growth of underdeveloped countries.

15. Neff, Kenneth L. 'Education and the forces of change'. International Development Review (Washington D.C.). Vol. IV, no. 1, March 1962. pp. 22-25.

A brief examination of the inappropriateness of south-east Asian cultures to development needs, as causes of the relative ineffectiveness of education as a development agent.

16. Paul-Pont, Ika. 'Le développement économique et la formation du capital humain en Inde'. Coopération technique (Paris). No. 23-24, juillet-octobre 1961. pp. 11-18.

A brief review in French of some human resource programmes in India and the background against which they are taking place.

17. Pauvert, J.C. 'Facteurs sociologiques de la planification de l'éducation'. Tiers-Monde (Paris). Tome 1, nos. 1-2, janvier-juin 1960. pp. 135-44.

The article emphasizes the need to take into account the influence of social phenomena on the effectiveness of educational planning, and conversely the effect of planning on these phenomena - various social groups, social mobility, acculturation, etc.

18. Platt, William J. 'Investing in education'. Stanford Research Institute Journal (Stanford). Vol. 5, second quarter 1961. pp. 49-57.

A brief survey of education as an investment for development, written from an American liberal viewpoint.

19. Samonte, Quirico S. 'Land tenure and public school enrolment in the Philippines'. Comparative Education Review (New York). Vol. 5, no. 2. October 1961. pp. 136-41.

Using the example of land-tenure patterns in the Philippines, the author shows how features of the socio-cultural setting may be relevant to the concerns of educational planners, even though not obviously related to the educational system.

20. Sloan, Harold S. 'La educación y el desarrollo económico'. La Educación (Washington D.C.). Año V, no. 17, enero-marzo 1960. pp. 48-62.

The article discusses how education influences habits, such as those of saving and investment, necessary for development, as well as its effect in helping the formation of skilled labour.

21. Smith, M.G. 'Education and occupational choice in rural Jamaica'. Social and Economic Studies (Jamaica). Vol. 9, no. 3. September 1960. pp. 332-54.

The study shows how experience of an unsuitable education system leads to occupational aspirations which cannot be satisfied in the rural environment, or perhaps elsewhere, leading to frustration and unemployment of the educated.

22. Strumilin, Stanislav. 'The economics of education in the USSR'. International Social Science Journal (Paris - Unesco). Vol. XIV, no. 4, pt. 1. 1962. pp. 633-46.
(Also published in French.)

A brief historical review of Soviet educational achievements and their contribution to Soviet development.

23. Tinbergen, Jan. 'Quantitative adaptation of education to accelerate growth' in Planning education for economic and social development. Paris, OECD, 1963. pp. 159-65.

The author's first educational planning model, superseded by subsequent ones included in the bibliography.

24. Tiryakian, Edward A. 'Quelques aspects négatifs de l'éducation de masse dans les pays sous-développés'. Tiers-Monde (Paris). Tome 1, nos. 1-2, janvier-juin 1960. pp. 161-73.

Makes the point that a simple transference of universal education to underdeveloped societies may not produce the desired economic effects, given the particular outlook of people in these societies towards education - the channel to an élite job.

25. Vaizey, John. 'Introduction' to 'Economics of education'. International Social Science Journal (Paris-Unesco). Vol. XIV, no. 4, pt. 1, 1962. pp. 619-32.
(Also published in French.)

An introductory article to a symposium on the economics of education, it explores some aspects of the relation of education and its planning to development.

26. Vaizey, John. 'The role of education in economic development' in Planning education for economic and social development. Paris, OECD, 1963. pp. 39-47.

In this article the author emphasizes the role of qualitative rather than quantitative improvements in the educational system in terms of their effect on future development.

27. Vaizey, John. 'Some of the main issues in the strategy of educational supply'. Policy Conference on Economic Growth and Investment in Education. Pt. 3. Paris, OECD, 1962. pp. 51-69.
(Also published in French and Spanish.)

A brief but widely-ranging study of the needs for expansion of educational systems in underdeveloped countries in relation to their economic development.

Documents

1. Anderson, C. Arnold. Equity, efficiency and educational opportunity in relation to economic development. Chicago, Committee on Economic Growth, Social Science Research Council, 1963. 67 p., 5 diagrams and 3 tables. Processed. (Paper given at the Conference on Education and Economic Development, Comparative Education Center, University of Chicago, 4-6 April 1963.)

Drawing extensively on examples, both from the historical experience of the West, and the contemporary underdeveloped countries, the author discusses the relation of access to education to educational performance with reference to development, suggesting that universal access is not the most important factor in enabling education to contribute to development, with consequences for the scale of educational efforts needed.

2. Bowman, Mary Jean. The shaping of economies and men. Chicago, Committee on Economic Growth, Social Science Research Council, 1963. 88 p. Processed (Classified 'restricted'). (Paper given at the Conference on Education and Economic Development, Comparative Education Center, University of Chicago, 4-6 April 1963.)

This widely-ranging interdisciplinary study offers an extensive review of the relation between education and economic development based on the work of many authors, and offers some challenging ideas on the subject. The adoption of the various well-known development strategies for educational planning in order to ensure its maximum utility is also discussed.

3. Brucher, Felix J. Vocational agricultural education in developing countries ; general remarks and the programme in the Syrian Arab Republic. Damascus, The Ford Foundation, September 1962. 42 p. Processed.

The author relates the development of agricultural education to rural economic development, and follows this with a detailed critical discussion of Syrian provisions for agricultural education. In advocating the allocation of administrative responsibility for agricultural education to the agricultural authorities, he leaves the problem this raises of fitting agricultural education into educational planning activities unanswered.

4. Foster, Philip J. The vocational school fallacy in development planning. Chicago, Committee on Economic Growth, Social Science Research Council, 1963. 37 p. Processed. (Classified 'restricted'). (Paper given at the Conference on Education and Economic Development, Comparative Education Center, University of Chicago, 4-6 April 1963.)

Drawing on the experience of Ghana, the author shows with detailed examples the importance of closely related economic and educational development policies if educational expansion is to contribute fully to economic development, specifically via the relation between expanded vocational education and development. He suggests some specific roles for educational institutions in facilitating agricultural development, the major need in many developing countries.

5. Harbison, Frederick. The prime movers of innovation. Chicago, Committee on Economic Growth, Social Science Research Council, 1963. 21 p. Processed. (Paper given at the Conference on Education and Economic Development, Comparative Education Center, University of Chicago, 4-6 April 1963.)

Discusses the importance of innovators in economic development and the educational policies needed to produce them.

6. Leibenstein, Harvey. Shortages and surpluses in education in underdeveloped countries. Chicago, Committee on Economic Growth, Social Science Research Council, 1963. 22 p. Processed. (Paper given at the Conference on Education and Economic Development, Comparative Education Center, University of Chicago, 4-6 April 1963.)

Using economic terminology and methodology to examine the gap between optimal and existing skill distributions in underdeveloped countries, the author arrives at conclusions suggesting the prime importance of general education for these countries.

7. Lê Thanh Khôi. Education et investissement. Paris, IEDES, 27 December 1962. 19 p. (To be published in the book 'Planification des ressources humaines' by M. Debeauvais and Lê Thanh Khôi.)

A review of the historical evidence of the relation of education to economic development, including the opinions of some great economists, concluding with remarks on the distinctiveness of the desirable future relationship in developing countries.

8. Phillips, H. M. Education and development. Paris, Unesco, 25 June 1963. 53 p. (EDAD/13) (Classified 'limited') (Draft chapter for Handbook on economic and social aspects of educational planning.)

A wide-ranging introductory study of education in economic and social development, which considers in some details the problems of integration of educational planning into development planning.

9. Rashid, M. Absorption of the educated. Paper given at the International Economic Association Conference on the Economics of Education, Menthon St. Bernard, 29 August-7 September 1963. 18 p. Processed.

The paper discusses the commonly associated phenomena of unemployed intellectuals and scarcity of skilled labour, and suggests that educational planners should take account of the character of the labour market, particularly when planning for the higher levels of education. Social factors affecting employment must also be considered.

10. Sauvy, Alfred. Social factors in education plans. Paris, Unesco. 21 January 1963 (Classified 'limited'). 10 p. (WS/1262.52). (Draft chapter for the Handbook on economic and social aspects of educational planning.)

> After mentioning the importance of demographic factors in educational planning, the author considers the effect of social inequality on education, the relation between education and employment, and the influence of education on social stratification.

11. Schultz, T.W. Education as a source of economic growth. Santiago, United Nations, 19 February 1962. 35 p. Processed. (ST/ECLA/Conf.10/L.15).

> The author emphasizes the comparative novelty of the economic approach to education, discusses the application of economic concepts, and examines the place of education in economic growth.

12. Silvert, K.H. ; Bonilla, F. Education and the social meaning of development : a preliminary statement. New York, American Universities Field Staff, Inc., 1961. 320 p., tables. Processed.

> Using data from Argentina, Brazil, Chile and Mexico, the authors examine social stresses which hinder development, and the role of education as a means of obviating such stresses.

13. Sleight, G.F. ; et al. A survey of education within the framework of social and economic development in Afghanistan. Kabul, Unesco, February 1962. 110 p., appendices, bibliography. Processed. (Unesco Educational Planning Mission).

> The Report considers the provisions for education in the Second Five Year Plan 1962-1963 - 1966-1967, for economic development in relation to manpower requirements and the ability to pay for the resulting educational expenditure. This is followed by detailed consideration of the educational proposals, and recommendations for their modification, particularly with regard to agricultural education and the education of women. The Report does not discuss educational planning beyond recommending the establishment of a Planning Unit in the Ministry of Education.

14. Texeira, Anisio S. Ostensible and real values in educational policy. Santiago, United Nations, 1961. 24 p. Processed. (ST/ECLA/Conf. 10/L. 9).

The paper shows how the concept of education prevalent in Brazil, and hence the structure of the school system, are out of step with the educational needs of national development.

15. Unesco - Análisis de la situación educacional de Bolivia. La Paz/ Paris, Unesco, October 1962. 244 p. 80 tables, 12 figures, bibliography. Processed. (Informe de la misión de la Unesco).

Discussion of the Bolivian educational system against the background of the Ten-Year Plan of Economic and Social Development, 1962-1971, paying particular attention to rural and agricultural education. Reference is also made to a five-year educational development plan. The mission emphasizes the need to set up formal educational planning machinery.

16. Unesco - Educación y economía en Ecuador. Paris, Unesco, July 1962. 289 p. (Report of Unesco Educational Investment Programming Mission.)

Reviews the economic and educational situation, and a number of projects of educational development currently being undertaken, and makes recommendations for further activities of this nature, including overall educational planning.

17. Unesco - Educación y economía en Venezuela. Paris, Unesco, March 1963. 264 p. (Unesco/VEN/PLM). (Report of Unesco Educational Investment Programming Mission) (Classified 'limited').

Reviews the economic, demographic, social and educational situation, and then gives details of the plans for expansion of several sectors of education. Mission proposes an overall educational plan, but only in the form of a list of recommendations to act as guide-lines in its formulation.

18. Unesco - The relationship between the literacy campaign and economic development. Paris, Unesco, 18 June 1962 (Distribution 'limited'). 23 p. (Meeting of Experts on Literacy - Working Paper - Unesco/WORLIT/2 - Part III).

(Also in French.)

Discusses the economic significance of literacy education, and in the light of this offers estimates of the costs of a world literacy campaign during the development decade.

19. Unesco - Report of the Educational Planning Group on their First Mission to Somalia. Paris, Unesco, August 1962. 325 p. Processed. (Classified 'limited').

The Report is notable for its graphic treatment of the need to develop an educational system adapted to the country's development needs and possibilities. This approach characterizes the detailed treatment given to technical education in later chapters. Chapters 9 and 10 deal with the needs for educational planning, research and statistics machinery, exemplified by the current lack of data which makes planning difficult.

20. Unesco - Report on Investment in Education in Ethiopia. Paris, Unesco, March 1963. 49 p. 54 tables. Processed. (Classified 'l imited'). (Educational Programming Investment Mission No. 14).

The Report reviews the situation of education in Ethiopia, and the educational provisions of the Second Five-Year Development Plan, 1962-1967. It is shown that these provisions cannot satisfy the Plan's manpower requirements, particularly from the secondary and primary education levels. There follows a discussion of measures of educational reform to overcome these shortcomings. There is no discussion of educational planning as such.

21. van Waeyenberghe, M.R. La planification de l'éducation dans ses rapports avec la planification de l'économie. Berlin, Deutsche stiftung für Entwicklungsländer, July 1963. 18 p. Processed.

An educator's view of the task and process of educational planning, setting it in a context of national development.

22. Wharton, Clifton R. Education and agricultural growth. Chicago, Social Science Research Council, 1963. 51 p., 5 tables. Processed.

An examination of the ways in which education contributes to agricultural development. The author is concerned to expose the shortcomings of universal primary education as an optimal educational aim in economic development, particularly of the agricultural sector. This is followed by discussion of the educational needs of agriculture in the early stages of economic growth.

23. Yesufu, T.M. Manpower and economic development in Nigeria. Cairo, Institute of National Planning, January 1962. 9 p. Processed. 3 tables.
(Memo. No. 154)

The author briefly shows the importance of manpower development for the Nigerian economy, and mentions some educational initiatives undertaken to further this development.

A3. Planning

Books

1. Colm, Gerhard (Editor). Organization, planning and programming for economic development. Washington D.C., U.S. Government Printing Office, 1963. 144 p.

Papers prepared in the United States for the U.N. 'Conference on the Application of Science and Technology for the Benefit of the Less Developed Areas' at Geneva, dealing with economic planning for development.

2. Dobb, Maurice. An essay on economic growth and planning. London Routledge and Kegan Paul, 1960. 119 p.

A discussion of some theoretical issues in the planning of economic growth, which conceivably could have application to the planning of educational investment.

3. Economic Commission for Asia and the Far East (U.N.) - Programming techniques for economic development. Bangkok, ECAFE, 1960. 130 p., bibliography.

A theoretical study of the planning process made by a group of U.N. experts. Chapter VIII deals specifically with manpower and educational planning.

4. Higgins, Benjamin. Economic development. New York, Norton and Co. 1959. 803 p., bibliography, many tables and figures.

Basic textbook on economic development. Chapter 27 deals with the planning of development.

5. Mason,Edward S. Economic planning in underdeveloped areas. New York, Fordham University Press, 1958. 87 p.

In these lectures the author considers the case for state management of development, i.e. national planning, in developing countries, which he considers is favourable. The final lecture considers some south-east Asian experiences in planning.

6. Myrdal, Gunnar. Economic theory and underdeveloped regions. London, Duckworth and Co., 1957. 168 p.

Part 1 characterizes underdevelopment as evidence of international economic inequality and outlines the process producing this. The need for planning to remedy this trend is stressed (Chapter 7), as is the need for new departures in the theoretical study of development.

7. Tinbergen, J. The design of development. Baltimore, The John Hopkins Press, 1958. 99 p., tables.

A valuable introductory discussion of techniques for planning economic development.

Articles

1. Abdel-Rahman, I.H. 'Comprehensive economic planning in the UAR'. Etude mensuelle sur l'économie et les finances de la Syrie et des pays arabes. (Damascus). 6ème année, no. 67, juillet 1963. pp. 25-61.

The article discusses the UAR National Plan 1960-1965, which sets the planning of education and other social services in the context of the plan for economic development.

2. Charrière, Jacques. 'La Guinée. Une expérience de planification'. Cahiers internationaux (Paris). No. 117, mars-avril 1961. pp. 65-82.

A survey of planning methods, organization and programmes, including that for education, in the Republic of Guinea.

3. Curle, Adam. 'Tradition, development and planning'. The Sociological Review (Keele, U.K.). Vol. 8, no. 2. New series, December 1960. pp. 223-38.

On the basis of experiences in Pakistan, the author discusses the need for planning to be an exercise in which the community actively participates, in order to avoid the dichotomy of the planners and the planned for, and possible conflicts between traditional and developmental authorities. This involves a close linking of global planning to local planning.

4. Helbaoui, Youssef. 'Développement et planification en Syrie'. Développement et civilisations (Paris). No. 13. Mars 1963. pp. 46-63.

A description of the planning process and organization in Syria, centred around the Ten-Year economic plan 1960-1961 to 1970-1971.

5. Lange, Oscar ; et al. 'Problèmes de la planification'. Cahiers internationaux (Paris). No. 109, décembre 1959 - janvier 1960. pp. 43-60.

The text of a discussion of the nature of, and the need for, planning in economic development.

6. Platt, William J. 'Individuals : neglected elements in economic development planning'. International Development Review (Washington, D.C.) Vol. V, no. 3, September 1963. pp. 16-20.

The concern of the article is to point out that in the last analysis planning is for the greater well-being of individuals. Hence its success requires that the planner keep this in mind to secure their co-operation. The examples given derive from economic planning, but relevant ones can also be found for educational planning.

7. PEP. 'Economic planning in France'. *Planning* (London). Vol. XXVII, no. 454, 14 August 1961. p. 207 – 37.

The record of a conference held in England to explain the French method of 'indicative planning', which has become the best-known alternative to the Communist method of planning. A short section discusses the planning of education.

8. Turin, Gabriel. 'Planification et développement'. *Développement et civilisations* (Paris). No. 8, octobre-décembre 1961. pp. 56-65.

A brief introduction to the planning process and its role in development.

9. Unesco - 'The study and practice of planning'. *International Social Science Journal* (Paris). Vol. XI, no. 3, 1959. pp. 327-409. (Also published in French.)

A group of articles discussing various aspects of planning in different contexts as a technique for carrying out social and economic policies.

Documents

1. Abd al-Rahman, Ibrahim Hilmi. *al-Tawjīhāt al-ʿāmmah lil-takhṭīṭ al-qawmī*. Cairo, National Planning Institute, 1962. 25 p. Memorandum no. 173. (General guide lines for national planning.)

2. Tinbergen, J. *Economic planning*. Rotterdam, Netherlands Economic Institute, Division of Balanced International Growth, July 1963. 103 p. Processed. (Draft of a book to be published by Yale University Press, 1964.)

Discussion of the economic planning process and its place in development with frequent references to the place of educational planning within this framework. Also useful in that remarks about the structure and purpose of economic planning activity can be applied by analogy to educational planning in many instances.

3. Tinbergen, J. Simple devices for development planning. Rotterdam, Netherlands Economic Institute (Division of Balanced International Growth), September 1962. 13 p. Processed.

A simple exposition of the process of development planning. On page 2, an indication is given of a possible relation of the planning of education to this process.

A4. Educational planning and economic development

Books

1. Economic Commission for Asia and the Far East (U.N.) - Programming techniques for economic development. Bangkok, ECAFE, 1960. 130 p., bibliography.

A theoretical study of the planning process made by a group of U.N. experts. Chapter VIII deals specifically with manpower and educational planning.

2. Fernandez, H. Rafael. Planeamiento y educación. Caracas, Fundación Editorial Escolar, 1962. 100 p.

An ideological justification of educational planning, followed by a review of planning activities in Latin America and elsewhere, and concluding with a few remarks on the place of educational planning in development.

3. Fletcher, B.A. The planning of education. University of Leeds Institute of Education, Researches and Studies, no. 25. April 1963. 52 p.

Discussion of the nature of planning, followed by comparative descriptions of educational planning in Eastern Europe, Western Europe and Africa.

4. Gozzer, Giovanni. Sviluppo della scuola e piano decennale. Roma, UCIIM, 1959. 240 p., tables.

Part 1 discusses the development of the Italian education system in relation to the Ten-Year development plan (1959-1969) for the country's economy.

5. India, Planning Commission. Third five year plan. A draft outline. New Delhi, Government of India Press, 1960. 265 p. (pp. 98-108 and 132-139 are the relevant sections.)

> Proposed educational programmes within the Third five-year plan, in outline (Chapter 6). Also discussion of technical manpower requirements for the fulfilment of the plan (Chapter 7), and associated training provisions.

6. Institut de recherche et de formation en vue du développement harmonisé (IRFED). Le Sénégal en marche - le plan de développement. (Les Cahiers africaines - No. 5). Paris/Bruxelles, Editions créations de presse, no date. 136 p., numerous tables.

> A vivid description of the planning process in Senegal, including educational planning in the context of economic planning.

7. International Association of Universities - Some economic aspects of educational development in Europe. Paris International Universities Bureau, 1961. 144 p.

> The summary and papers of a conference held in 1960 to discuss the future progress of education, particularly in relation to economic growth, and the planning requirements deriving therefrom.

8. al- Jawhari, Zaki M. Takhtıt al-ta lım wa idad al-quwa al-bashariyah fi khitat al-tanmiyah al-iqtisadiyah wa al-ijtima iyah. Cairo, Ministry of Education, 1963. 2 vols. (Educational planning and manpower training in the economic and social development plans.)

9. Lubin, Isador; Dollard, Charles (Editors). Human resources. Training of scientific and technical personnel. Washington D.C., U.S. Government Printing Office, 1963. 204 p.

> A collection of papers prepared by the United States for the U.N. 'Conference on the Application of Science and Technology for the Benefit of the Less Developed Areas', 1963, dealing with a variety of themes of interest to the educational planner.

10. McCusker, Henry F.; Robinson, Harry J. Educational development : the role of educational planning in the economic development of the Republic of China. Menlo Park, California, Stanford Research Institute, October 1962. 63 p., 15 tables.

A study of the educational system and manpower requirements in Taiwan, with suggestions for bringing the two together.

11. Malassis, L. Intellectual investment in agriculture for economic and social development. Paris, OECD, 1962. 151 p. 17 tables. (OECD documentation in agriculture and food, no. 60.)

An examination of intellectual investment, divided between research, education and information, in the agricultural sector. Illustrates the relevance of such investment to economic development, and also the need for it to take place in harmony with development, to avoid an exodus of the educated from the land. Chapter 7, dealing with planning, emphasizes the need to include agricultural education in educational planning, and discusses this process, with an example from France. The co-ordination of all the aspects of intellectual investment to facilitate economic development is emphasized.

12. Martinoli, G. Tecnica sviluppo economico scuola. Milano, Edizione di comunità, 1962. 277 p., 28 tables (No. 31 in the series 'Cultura e realtà'.)

Discussion of the future development of the Italian economy up to 1975, translation of this into labour force terms, and discussion of consequent educational needs until 1975.

13. Nigeria, Federal Ministry of Education. Investment in education. The Report of the Commission on Post-School Certificate and Higher Education in Nigeria. Lagos, Federal Government Printer, 1960. 140 p. , tables, diagrams and map.

A pioneering effort in relating educational expansion to economic development needs. Part 1 is the general report; Part 2 contains a series of special reports on important particular aspects of educational expansion. Particularly important is Harbison's manpower survey. The perspective is long term - up to 1980.

14. OECD - Employment forecasting. Paris, OECD, March 1963. 112 p.

Though primarily about employment forecasting, there are many references to the part played by education in determining the quantity and quality of the future labour supply, and hence to the activities involved in educational planning. In fact the book is useful as showing how educational planning appears to the economic planner. Examples of techniques used are drawn from Sweden, France and the Netherlands.

15. OECD - Policies for science and education, country reviews - Sweden. Paris, OECD, 1962. 74 p., 41 tables.

Description of manpower forecasting for scientists and engineers in Sweden, which is the basis of planning relevant higher education. Discussion of types of plan.

16. OECD - Policy Conference on Economic Growth and Investment in Education. Paris, OECD, 1962. Pt. 1, 45 p.; Pt. 2, 126 p.; Pt. 3, 97 p.; Pt. 4, 58 p.; Pt. 5.; 41 p.
(Also published in French and Spanish.)

One of the key sources in the field, containing articles on many aspects of the subject. Articles dealing specifically with particular subjects are listed separately under their authors.

17. OEEC - Forecasting manpower needs in the age of science. Paris, OEEC., 1960. 141 p., bibliography.

A series of papers discussing various aspects of the relation between educational planning and economic growth. Chapter VI deals specifically with the role of statistics in educational planning, and later chapters pay much attention to the process of forecasting manpower needs.

18. Pakistan, National Planning Board. The first five-year plan, 1955-1960. Chapter 27. Education and training. Karachi, Government of Pakistan, December 1957. pp. 539-90.

The educational provisions of the first five-year plan were designed to overcome the worst shortcomings of an educational system unadapted to the needs of a developing country. As such they can hardly be said to constitute an overall educational plan, but do represent an integration of educational planning into development planning, e.g. in policies for expansion of technical training.

19. Parnes, Herbert S. Forecasting educational needs for economic and social development. Paris, OECD, October 1962. 113 p., tables.

The author demonstrates the methodology of the OECD Mediterranean Regional Project, linking estimated future manpower requirements via occupational classification and relevant educational qualifications to projected future educational requirements, the basis of educational planning.

20. Rodriguez - Pacheco, Osvaldo. Some aspects of educational planning in Puerto Rico. Commonwealth of Puerto Rico, Department of Education, June 1963. 55 p., tables.

Reviews the educational situation in Puerto Rico, suggests the need for educational planning in the context of economic and social planning, and makes proposals for studies preparatory to the establishment of an educational planning body in Puerto Rico.

21. Svennilson, Ingvar, et al. Targets for education in Europe in 1970. Paris, OECD, 1962. 126 p. 20 tables and 10 diagrams (Policy Conference on Economic Growth and Investment in Education, Pt. 2.)
(Also published in French and Spanish.)

An exercise in overall educational forecasting applied to the future situation in Europe.

22. SVIMEZ. Trained manpower requirements for the economic development of Italy. Targets for 1975. Rome, Giuffrè Editore, 1961. 91 p., 21 tables and 3 figures.
(Originally published in Italian.)

A pioneering study in the needs for educational expansion in relation to long-term needs for economic development (over a period of 15 years).

23. Unesco - Report of Meeting of Ministers of Education of Asian Member States Participating in the Karachi Plan (Tokyo, 2-11 April 1962) Bangkok, Unesco Regional Office for Education in Asia, 1962. 88 p.

Review of the Karachi Plan, Annex III, A discusses its economic implications, and Annex III. B makes criticism of the plan in the light of needs for Asian social and economic development.

24. Vaizey, John. The economics of education. London, Faber and Faber, 1962. 165 p. , bibliography.

A consideration of education as an economic phenomenon. Chapter 7 discusses the manpower approach to educational planning; Chapters 10 and 11 discuss the relation of education to economic development.

Articles

1. Abdel Rahman, I. H. 'Manpower planning in the UAR' Etude mensuelle sur l'économie et les finances de la Syrie et des pays arabes. (Damascus). 6ème année, no. 66, juin 1963. pp. 34-47.

The article discusses briefly current activities in manpower planning in the UAR, relating them to educational and occupational factors.

2. Balogh, T. Comments on Professor Tinbergen's paper. Paris, OECD, 10 April 1963 (DAS/PD/63.12). 12 p. (Classified restricted').

This suggests the need for further study of the relation between education and economic growth, and its clarification, before attempting to evolve models for educational planning along the lines of Tinbergen's approach. In this context many criticisms are made of Tinbergen's work, and suggestions made as to the distinctive educational planning needs of developing countries at each stage of their development.

3. Bowman, Mary Jean. The shaping of economies and men. Chicago, Committee on Economic Growth, Social Science Research Council, 1963.

88 p. Processed (Classified 'restricted'). (Paper given at the Conference on Education and Economic Development, Comparative Education Center, University of Chicago, 4-6 April 1963.)

> This widely-ranging interdisciplinary study offers an extensive review of the relation between education and economic development, based on the work of many authors, and offers some challenging ideas on the subject. The adoption of the various well-known development strategies for educational planning in order to ensure its maximum utility is also discussed.

4. Cotgrove, Stephen. 'Education and occupation'. The British Journal of Sociology (London). Vol. XIII, no. 1. March 1962. pp. 33-42.

> Although primarily about Great Britain, the article is of wider interest because of the possibility of applying its ideas to other countries. Themes discussed are the general lack of connection between education and occupation, the results of emphasis on qualifications leading to an excess supply of qualified manpower, and the question of the relative importance of education for skills and for personal qualities as influences on job performance. All these can profitably be studied in the context of the rapidly changing requirements of developing societies.

5. Debeauvais, M. et al. 'La planification de l'éducation et ses facteurs économiques et sociaux'. Tiers-Monde (Paris). Tome 1, nos. 1-2, janvier-juin 1960. pp. 27-248.

> Series of articles on a variety of aspects of educational planning in its economic, social, pedagogical and institutional contexts. Articles listed separately elsewhere in relevant sections of the bibliography.

6. Economic Commission for Africa (U.N.). 'Some problems of social development planning in relation to economic development'. Economic Bulletin for Africa (Addis Ababa). Vol. II, no. 2, June 1962. pp. 82-91.

> The article is an endeavour to show how the planning of social services, in which education is included, can be brought in close relation with the planning of economic development.

7. Ewers, Colin. 'Educational planning and economic and social development'. International Journal of Adult and Youth Education (Paris). Vol. XV (1963), no. 3, pp. 133–41.

Written particularly from the point of view of the educator, the article contains some general remarks on planning and education, followed by a list of suggested essential steps in the planning process.

8. Harbison, Frederick H. 'Human resources development planning in modernising economics'. International Labour Review (Geneva). Vol. LXXXV, no. 5, May 1962. pp. 435– 58.
(Also published in French and Spanish.)

The article identifies the most common manpower problems in developing countries, proposes a strategy of manpower planning including educational planning, and discusses the process of its implementation.

9. Harbison, F.H. 'The process of educational planning'. Conference of African States on the Development of Education in Africa. Addis Ababa 15-25 May 1961. Final report. Paris, Unesco, no date. Annexes, pp. 47-54 (Unesco/ED/181).

Remarks on the place of education in a modernizing society, some critical shortcomings of most current education in Africa, the process of educational planning in close relation to the occupational needs of a developing economy, and proposals for implementation and evaluation of plans.

10. Kandel, I.L. 'Comparative education and underdeveloped countries : a new dimension'. Comparative Education Review (New York). Vol. 4, no. 3. February 1961. pp. 130-35.

The author briefly indicates the imaginative approach to the content of educational planning which must be made if the resulting educational system is to be of most use to economic development.

11. Lebret, Louis-Joseph. 'Analyse des compétences nécessaires à l'établissement d'un programme de développement et à son exécution'. Développement et civilisations (Paris). No. 9, janvier-mars 1962. pp. 49-61.

The author's primary concern is to indicate the requirements of high-level personnel needed by a self-supporting national development programme. The place of educational planning in permitting this to be achieved receives mention.

12. Ozga, Wladyslaw. 'Buts et méthodes de la planification du développement de l'éducation en Pologne'. Tiers-Monde (Paris). Tome 1, nos. 1-2, janvier-juin 1960. pp. 95-117.

Accounts of educational planning in Poland and its relation to economic development.

13. Parnes, Herbert S. 'Relation of occupation to educational qualification', in Planning education for economic and social development. Paris, OECD, 1963. pp. 147-57.

The article examines the relation of occupation to educational qualification, illustrating its frequent tenuousness, and concluding that a cautious approach is accordingly required in formulating educational requirements.

14. Phillips, H. M. 'Economic and social aspects of the planning of education'. International Social Science Journal (Paris-Unesco). Vol. XIV, no. 4, pt. 1, 1962. pp. 706-18.
(Also published in French.)

Remarks on the activities of the educational planner, particularly in their relation to economic development.

15. Vaizey, John. 'Introduction' to 'Economics of education'. International Social Science Journal (Paris-Unesco). Vol. XIV, no. 4, pt. 1, 1962. pp. 619-32.
(Also published in French.)

An introductory article to a symposium on the economics of education, it explores some aspects of the relation of education and its planning to development.

Documents

1. Abreu, Jayme. Obstacles to educational planning in developing countries. Paper E/CONF.39/J/33. 17 October 1962, at the 'United Nations Conference on the Application of Science and Technology for the Benefit of the Less Developed Areas'. 4 p. Processed.

   This brief paper lists difficulties of many kinds which stand in the way of the educational planner in a developing country.

2. Debeauvais, M. et al. Formation technique et développement économique en Tunisie. Tunis, Unesco mission, April 1961. 167 p.

   Critical review of the Tunisian educational system and the Ten-Year Plan for its reform initiated in 1958 in the light of economic development and associated technical training needs.

3. Eide, Kjell. Education and economic progress. Experience in western countries. Paper given at the International Economics Association Conference on the Economics of Education, Menthon, St. Bernard, 29 August-7 September 1963. 33 p., 10 tables. Processed.

   The paper discusses (1) the supply position of skilled manpower in Western Europe, (2) some of the decision-making processes facing educational planners, and (3) the OECD 'Programme on Educational Investment and Planning'.

4. Germanacos, C.L., et al. Report of the Unesco Educational Survey Mission to British Guiana. Paris, Unesco, June 1963. 102 p., appendices. Processed. (WS/0663.22).

   In the absence of any economic plan the Report attempts to survey and make proposals for the improvement of the educational system in close relation with potential economic development, and suggests the need for reformulation of Government proposals in relation to the resources available for their fulfilment. Hence the Report is designed to act as a basis on which an educational plan closely related to development needs can be formulated. Appendix L gives detailed proposals for an educational planning unit, and other planning activities.

5. Graham, A.B. et al. Technical education in Pakistan. Paris, Unesco, 1961. 82 p., tables, bibliography. Processed (Report of the Unesco Mission to Pakistan, February-March 1961.)

The Report discusses the proposals of the National Commission of Education and the Second Five-Year Plan referring to technical, commercial and agricultural education, and makes modifying recommendations in the light of further knowledge of the future economic needs of the country. The need to extend educational planning services is also mentioned.

6. IEDES - Le développement planifié des ressources humaines. Paris, IEDES, 10 septembre 1962. 18 p.

Discusses the planned development of education in close context with economic development, showing ways in which the two may be integrated.

7. Malassis, L. Rapport préliminaire sur la programmation des investissements intellectuels en agriculture en relation avec le développement economique et social et la programmation de l'éducation en général. Paris, Unesco, 4 septembre 1963. 35 p., bibliography. Processed (Classified 'limited'). (Unesco/ED/Aged/INV.INT/01).

The paper is intended to underline the principle that rural development goes hand in hand with the development of rural education, and hence planning of these developments must also be closely related. It goes on to consider the process of planning rural education.

8. OEEC. Office for scientific and technical personnel. Mediterranean Regional Project - Analysis of educational needs and priorities for specialized manpower in relation to economic development. OSTP/PD/60.66. Note on methodology by Professor Edding. Paris, 14 November 1960. 15 p. 3 tables mimeographed (Classified 'restricted').

Brief exposition of the educational planning process in an economic context, especially the financial aspects, and forecasting of educational needs.

9. Sen, Amartya K. *A planning model of education requirements of economic development : some comments.* Paris, OECD, 18 April 1963 (DAS/PD/63.13). 13 p (Classified 'restricted').

Considers the Tinbergen approach to educational planning as analogous to the planning of capital goods' requirements, and evaluates Tinbergen's work accordingly. In conclusion it is suggested that this approach is better adapted to elucidating minimum requirements for educated people rather than optimum requirements.

10. Tinbergen, J. *Education planning manual.* Paris, Unesco, 15 July 1962. 51 p. Processed (Draft chapters for the *Handbook on economic and social aspects of educational planning.*)

In these chapters the author sets out a methodology for educational planning, via the medium of manpower requirements.

11. Unesco *et al.* *The demographic, economic, social and educational situation in Latin America.* U.N. Economic and Social Council, Santiago, Chile, 19 February 1962. 130 p., 14 tables (Limited distribution). Conference on Education and Economic and Social Development in Latin America (Unesco/ED/CEDES/4).
(Also published in Spanish.)

A survey of the demographic, economic and social situations in Latin America and their influence on educational needs. Hence an integrated approach to the planning of education and of development.

12. Unesco - *Educational investment programming mission - Sudan.* Paris, Unesco, July 1963. 188 p., 91 tables. Processed (Classified 'confidential').

The Report is written against the background of the Ten-Year Plan of Economic and Social Development 1961-1962 -- 1970-1971, emphasizing the need for educational expansion to meet its manpower requirements. To this end the provisions of the Educational Development Plan 1961-1962 - 1967-1968 are discussed, and its modest nature suggested. However, doubt is cast on the country's ability to finance this plan.

13. Unesco - Report of Unesco educational planning mission for Tanganyika - June to October 1962. Paris, Unesco, 31 January 1963. 109 p. (Classified 'limited'). Processed.

Reviews the existing educational situation in Tanganyika, stressing the primacy of the need to set up educational planning machinery. Paragraphs 109-116 and 252-259 deal in detail with the setting-up of this machinery and its functions. In general the report is notable for its attention to the planned expansion of education in relation to economic development.

14. Wolfe, Marshall. Planning of education in relation to socio-economic development. U.N. Economic and Social Council, Santiago, Chile, 6 December 1961. 20 p. (Limited distribution). (Conference on Education and Economic and Social Development in Latin America, Unesco/ED/CEDES/7).

Introductory remarks on the relevance of planning of the different levels of education in relation to development, and factors to be considered.

B. The preparation of educational plans.

B1. Basic texts

Books

1. Centro Europea dell'Educazione - La pianificazione scolastica. Roma Fratelli, Palombi Editori, 1961. 588 p. (Collana "Scuola Europea" no. 5).

Besides offering Italian translations of several other major sources, this book includes a large number of papers by Italian authors, dealing with socio-economic factors in the educational structure and many aspects of educational planning.

2. Fletcher, B.A. The planning of education. University of Leeds Institute of Education, Researches and Studies, no. 25. April 1963. 52 p.

Discussion of the nature of planning, followed by comparative descriptions of educational planning in East Europe, West Europe, and Africa.

3. Great Britain. Committee on Higher Education. Higher education. London, H.M.S.O., 1963. 335 p., tables, charts, 6 volumes of appendices (Cmnd. 2154 - 'The Robbins Report').

The Report surveys higher education in Britain and makes proposals for its future expansion, taking into consideration a wide range of factors. Hence the thinking exposed is of great interest for educational planners. The appendices contain more detailed treatment of many subjects covered in the Report, and also a wealth of statistical information.

4. Griffiths, V.L. Educational planning. London, Oxford University Press, 1962. 118 p, (O.U.P. New Africa Library Series).

A layman's guide to educational planning as conceived in the situation of an underdeveloped country. A valuable introduction to the subject as seen from the point of view of the educator.

5. Hasan Mostafa. *al Takhtıt al-ʿăm lil-ta' lm wa-iʿ dad al-muʿal limen fi al-jumhuriyah al-ʿarabiyah al-muttahidah* (General planning of education and teacher training in UAR). . Cairo, Institute of National Planning, 1961. 2 vols.

An exposition with full statistical tables of the main principles of educational planning in UAR for all levels of education and for teacher-training. The period 1959-60 - 1969-70 is covered.

6. International Association of Universities - *Some economic aspects of educational development in Europe*. Paris, International Universities Bureau, 1961. 144 p.

The summary and papers of a conference held in 1960 to discuss the future progress of education, particularly in relation to economic growth, and the planning requirements deriving therefrom.

7. Jacoby, E.G. *Methods of school enrolment projection*. Paris, Unesco, 1959. 43 p., 9 figures and 9 tables (Educational studies and documents No. 32).

Methodology of projecting school enrolments, based on New Zealand experience.

8. Lubin, Isador ; Dollard, Charles (Editors). *Human resources. Training of scientific and technical personnel*. Washington D.C., U.S. Government Printing Office, 1963. 204 p.

A collection of papers prepared by the United States for the U.N. 'Conference on the Application of Science and Technology for the Benefit of the Less Developed Areas', 1963, dealing with a variety of themes of interest to the educational planner.

9. Martinoli, G. *Tecnica Sviluppo Economico Scuola*. Milano, Edizioni di Comunità, 1962. 277 p., 28 tables (31 in the series 'Cultura e realtà').

Discussion of the future development of the Italian economy up to 1975, translation of this into labour force terms, and discussion of consequent educational needs until 1975.

10. Martinoli, Gino. L'Università dello Sviluppo Economico Italiano. Roma, Giuffrè Editore, 1962. 62 p., 16 tables (SVIMEZ Serie 'Studi' no. 9).

A study of the relation of the Italian university system to Italian economic development. Considers expansion achieved during the decade 1951-1961 and makes projections of further expansion needed up to 1975, including students, teaching personnel, and costs per student.

11. Netherlands - Comissie voor Statistiek van het Interuniversitair Contactorgaan (Rapport) - De ontwikkeling van het aantal academici tot 1980: aanbod en behoefte. Zeist, W. de Haan, 1959. 127 p., tables. Processed.

A study of the future demand for and supply of higher education, and hence the anticipated number of university graduates, up to 1980, intended to provide data for use in establishing new universities.

12. Netherlands, Ministerie van Onderwijs, Kunsten, en Wetenschappen. De spreiding van het hoger onderwijs tot 1970. The Hague, Staatsdrukkerij, 1959. 168 p.

A study of factors to be taken into account in deciding the location of new universities.

13. Nigeria, Federation of, - Educational development in Nigeria 1961-1970. Lagos, Federal Government Printer, March 1961. 137 p., tables. Processed (Classified 'restricted'). (The 'Archer Report').

The Report is subtitled 'A Report on the Phasing and Cost of Educational Development on the Basis of the Ashby Commission's Report on Post-School Certificate and Higher Education in Nigeria'. However, as is necessary, it makes proposals for the integrated development of the whole educational system. An associated reading of the Ashby Report can give an indication of the economic reasoning behind the educational proposals.

14. OEA - Unesco - Seminario Interamericano sobre Planeamiento Integral de la Educación. Organización, Metodos y Técnicas del Planeamiento. Washington D.C. Unión Panamericana, 1959. 119 p (Documentos de Trabajo, Tomo II).

A series of articles on the various stages of the educational planning process, the administration of educational planning, and the place of public opinion, relevant to successful implementation of a plan.

15. OEA - Unesco. Seminario Interamericano sobre Planeamiento Integral de la Educación. Administración y Financiamiento de la Educación. Washington D.C. Unión Panamericana, 1959. 107 p. (Documentos de Trabajo, Tomo III).

Papers on the administrative and financial aspects of education, in relation to planning.

16. OECD - Policy Conference on Economic Growth and Investment in Education. Paris, OECD, 1962. Pt. 1, 45 p.; Pt. 2, 126 p.; Pt. 3, 97 p.; Pt. 4, 58 p.; Pt. 5, 41 p.
(Also published in French and Spanish.)

One of the key sources in the field, containing articles on many aspects of the subject. Articles dealing specifically with particular subjects are listed separately under their authors.

17. Parnes, Herbert S. Planning education for economic and social development. Paris, OECD, October 1963. 270 p., tables.

The papers which comprise this book together give an introduction and in some cases detailed treatment of almost all aspects of the subject. Hence this must be regarded as a basic text for educational planners.

18. Renneboog, F. Prévisions des populations scolaires. Bruxelles, Centre d'Etude des Problèmes Sociaux et Professionels de la Technique, 1962. 265 p.

Discusses methodology of forecasting enrolments and output of the education system at all levels, and gives detailed results for Belgium obtained with the use of these methods.

19. Svennilson, Ingvar, *et al*. *Targets for education in Europe in 1970*. Paris, OECD, 1962. 126 p., 20 tables and 10 diagrams (Policy Conference on Economic Growth and Investment in Education, Pt. 2).
(Also published in French and Spanish.)

Exercise in overall educational forecasting applied to the future situation in Europe.

20. SVIMEZ. *Trained manpower requirements for the economic development of Italy*. Targets for 1975. Rome, Giuffrè Editore, 1961. 91 p., 21 tables and 3 figures.
(Originally published in Italian.)

A pioneering study in the needs for educational expansion in relation to long-term needs for economic development (over a period of 15 years).

21. UAR. Central Ministry of Education. *Adwā’ fī takhṭīṭ al-mashrū‘āt al-ta‘līmīyah wa-al-tarbawīyah* (On the planning of Educational Projects). Cairo, 1960. 39 p.

A guide to educational planning, dealing with the steps of the planning process and the subject matter of planning.

22. Unesco - *Report of Meeting of Ministers of Education of Asian Member States Participating in the Karachi Plan*. (Tokyo, 2-11 April 1962). Bangkok, Unesco Regional Office for Education in Asia, 1962. 88 p.

Review of the Karachi Plan. Annex III A discusses its economic implications, and Annex III B makes criticisms of the plan in the light of needs for Asian social and economic development.

23. United Nations - *Population growth and manpower in the Philippines*. New York, United Nations, 1960 (ST/SOA/Series A/32). 66 p., tables, figures.

This study gathers together data relevant to the preparation of an educational plan for the Philippines, though only a small section (P.27) actually deals with the educational implications of the data.

Articles

1. Comas, Juan. 'La heterogeneidad cultural y el planeamiento integral de la educación en América Latina'. *La educación* (Washington D.C.). año V, no. 17, 1960. pp. 24-47.

The article is concerned with bringing to the notice of educational planners some relevant anthropological factors.

2. Curle, Adam. 'Some aspects of educational planning in underdeveloped areas'. *Harvard Educational Review* (Cambridge, Mass.). Vol. 32, no. 3. Summer 1962. pp. 292-300.

An important article on the relation of education to development, in which the author suggests the replacement of the dichotomy between consumption and investment education with a distinction between short-run and long-run investment in education. The importance of close integration between educational and economic planning is brought out, particularly in relation to the need to increase a country's absorptive capacity for educated people.

3. Dror, Yehezkel. 'The planning process : a facet design'. *Revue internationale des sciences administratives* (Bruxelles). Vol. XXIX 1963. No. 1., pp. 46-58.

The article represents an attempt to systematize any planning process, thus enabling its distinctive elements to be identified, and at the same time permitting its ordered evolution and administration. As such it is a useful exercise in general planning theory, to be utilized by educational planners.

4. Diez-Hochleitner, R. 'Application of elements of comparative education in the planning of education'. *International Review of Education.* Special issue. 'Thoughts on comparative education'. The Hague, 1959. pp. 100-106.
(Also in Spanish and with French and German summaries.)

Proposal for utilizing operational research techniques in the production of data for educational planning.

5. Kelley, S.C. 'The role of incentives in human resource planning' in Planning education for economic and social development. Paris, OECD, 1963. pp. 27-37.

The article discusses the need for incentives in human resource planning to make it successful in overcoming the inertia of a traditional society.

6. Lyons, Raymond F. 'Criteria and methods for assessing an educational system' in Planning education for economic and social development. Paris, OECD, 1963. pp. 57-65.

The article discusses the preliminary task of educational planning, that of assessing the nature of the existing situation, the improvement of which is the subject of planning. Hence this is obviously an important exercise.

7. Lyons, Raymond F. 'Formulating recommendations on educational needs' in Planning education for economic and social development. Paris, OECD, 1963. pp. 245-49.

A discussion of the preparation of reports to make them readily intelligible to busy politicians, and hence better able to gain a ready response to the efforts of the planners.

8. Phillips, H.M. 'Economic and social aspects of the planning of education'. International Social Science Journal (Paris-Unesco). Vol. XIV, no. 4, pt. 1, 1962. pp. 706-18.
(Also published in French.)

Remarks on the activities of the educational planner, particularly in their relation to economic development.

9. Sanders, Donald P. 'A proposal for research in the qualitative aspects of education' in Planning education for social and economic development. Paris, OECD, 1963. pp. 266-70.

The proposal stresses the need to consider the nature of the education received if desired social and economic benefits are to be derived from educational investment.

10. Tinbergen, Jan. 'Quantitative adaptation of education to accelerated growth' in Planning education for economic and social development. Paris, OECD, 1963. pp. 159—65.

The author's first educational planning model, superseded by subsequent ones included in the bibliography.

11. Unión Panamericana. 'Seminario sobre Planeamiento Integral de la Educación'. La educación (Washington D.C.). No. 11, Julio-Septiembre 1958. pp. 4-101.

Review of the conclusions and recommendations of the inter-American seminar on educational planning, 1958.

Documents

1. Beckerman, Wilfred. Methodology for projection of educational requirements. Paris, OECD, 14 March 1962 (DAS/MRP/62.6). 7 p. (Classified 'restricted').

A comparison of two criteria for deciding educational requirements - the social objectives method and the manpower requirements method.

2. Boesch, Ernest E. Adapting education to society. Paris, Unesco, 14 June 1963. 29 p. Processed. (Unesco/SS/PP/IT/9).

Using the methodology of information theory, the author treats education as a process of transmitting information and makes suggestions accordingly for the optimization of education and educational planning in relation to the inducement of social change.

3. Charleson, W.R. ; Davis, R.G. Progress report on human resource development planning in the Dominican Republic (June - September 1963). Centre for Studies in Education and Development, Graduate School of Education, Harvard University, 1963. 15 p. Processed.

The paper describes graphically and in detail the work undertaken in initiating human resource planning in the Dominican Republic, highlighting the practical problems which arose.

4. Debeauvais, M. Determination of objectives in the regional planning of education. Paris, IEDES, 1963. 31 p. Processed.

Using the Karachi Plan as an example, the author shows how, in a regional (continental) plan, the objectives must be made consistent if the plan is to be realizable. The paper also lists the advantages of this supranational approach to planning.

5. Diez-Hochleitner, R. Educational planning in Latin America : a regional approach. Berlin, Deutsche Stiftung für Entwicklungsländer, 1963. 37 p., 8 tables. Processed.

An evaluation of Latin American progress in educational planning, at the national and regional levels, and a description of the most difficult problems facing Latin American educational planners.

6. Eide, Kjell. Educational developments in relation to economic growth in OECD member countries. Paper given at the International Economic Association Conference on the Economics of Education, Menthon St. Bernard, 29 August - 7 September 1963. 33 p., 10 tables. Processed.

A description of the supply situation of highly qualified manpower in the OECD countries is followed by a review of some approaches to educational planning.

7. Husén, Torsten. The role of educational research and planning in connection with the Swedish school reform. Berlin, Deutsche Stiftung für Entwicklungsländer, 1963. 19 p. Processed.

The author describes the researches undertaken in connection with the planning of Swedish school reform, which is to provide comprehensive schooling for all up to the age of 16.

8. IEDES. Problèmes de planification de l'éducation. Paris, IEDES, no date. Pt. 1. 20 p., 4 diagrams and 2 tables. Pt. 2, 15 p., 9 diagrams and 3 tables (Notes sur les conditions d'application des recommandations de la conférence d'Addis-Abéba.)

Part 1 casts doubt on the cost figures and adequacy of means for financing them assumed in the Addis Ababa Plan, and then dwells on the importance of qualitative improvements in education as a way to expand the output of the educational system, ending by including these considerations in its approach to educational planning. Part 2 is a more detailed discussion of the evaluation of the yield of the educational system in Africa.

9. IEDES. L'Education de la population française et son évolution de 1850-1980. Paris, IEDES, 1963. 133 p. Processed.

The study compares two methods of calculating the stock of education - by rates of enrolment, and by census data on educational attainments.

10. OEEC. Office for Scientific and Technical Personnel. Mediterranean Regional Project - Analysis of educational needs and priorities for specialized manpower in relation to economic development. (OSTP/PD/60.66). Note on methodology by Professor Edding. Paris, 14 November 1960. 15 p. 3 tables. Processed. (Classified 'restricted').

A brief exposition of the educational planning process in an economic context, especially the financial aspects, and forecasting of educational needs .

11. Regional Centre for the Training of Educational Planners, Administrators and Supervisors in Asia, New Delhi. Educational planning in developing countries. New Delhi, April 1963. 25 p.

A concise and valuable introduction to all aspects of the subject of educational planning.

12. Tinbergen, J. Education planning manual. Paris, Unesco, 15 July 1962. 51 p. Processed. (Draft chapters for the Handbook on economic and social aspects of educational planning.)

In these chapters the author sets out a methodology for educational planning, via the medium of manpower requirements.

13. Tinbergen, J. A planning model of education requirements of economic development. Paris, OECD, 18 March 1963. (DAS/PD/63.3). 23 p. (Classified 'restricted').

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A model, much simplified, of the relations between national production, manpower requirements, and the educational structure, is presented as a method of educational planning, and it is shown how it can be used to produce solutions to a variety of problems. The question remains of the amount of modification needed for its applicability to actual situations.

14. Tinbergen, J. et al. Planning models of educational requirements economic development. Paris, OECD, 9 September 1963. (DAS/PD/63.56). 178 p., tables. Processed. (Classified 'restricted').

The latest version of the main author's model for planning educational requirements for economic development, together with applications of it to Spain, Greece and Turkey. In conclusion Professor Tinbergen discusses objections to the methodology employed.

15. Tunisie, Secrétariat d'Etat à l'Education Nationale. Perspective decennale de scolarisation (1959-1960 - 1958-1959). No publisher, no date. 31 p. Processed.

A detailed exposition in terms of increases in enrolments, teachers, school facilities, and finance, of the requirements for the achievement of a given structure of the various levels of education over a ten-year period.

16. Unesco. Educational planning in Asia. Paris, Unesco, 6 August 1962. 35 p. (Unesco/ED/194).

Planning needs and methods in the context of the Asian situation. Discussion of planning administration.

17. Unesco. The nature of educational planning. Bangkok, ECAFE, 11 March 1963. 7 p. Processed. (Classified - 'For participants only'). (SDP/Working Paper No. 2(b) prepared for the meeting of the Group of Experts on Social Development, Bangkok, 9-18 April 1963).

An introductory but very concise study of the institutional framework, methodology, and relation to the economy, of educational planning. Also suggests some roles for international assistance to educational planning.

18. Unesco. Over-all planning of education. U.N. Economic and Social Council, Santiago, Chile, 23 February 1962. 68 p. (Limited distribution). (Conference on Education and Economic and Social Development in Latin America, Unesco/ED/CEDES/50).
(Also published in Spanish.)

The methodology of educational planning and the fruition of its endeavours.

19. Unesco. Planning for the education sector. Paris, Unesco, 6 August 1963. 25 p. Processed. (WS/0763.103).

Reviews the situation of educational planning activities in Asia, and then discusses techniques for programming education in relation to economic development, mentioning their advantages and disadvantages. There is also an examination of problems peculiar to educational planning as distinct from development planning, and discussion of the administrative structure of educational planning, and the importance of statistical data.

20. Unesco, AID, IBRD. Recommendations for educational planning. (A Report to the Minister of Education, Republic of Colombia). No publisher, 8 February 1963. 53 p., bibliography. Processed.

Discusses the functioning of the educational planning office in Colombia, and reviews the shortcomings of existing educational provisions. Makes proposals for reorganizing the Planning Office and about subjects for its study.

21. Wilson, Thomas J. et al. Books and economic development. Paper E/CONF.39/K/87, 9 November 1962, at the 'United Nations Conference on the Application of Science and Technology for the Benefit of the Less Developed Areas'. 6 p. Processed.

It is worth considering how far the subject of this paper, book production, is the concern of the educational planner.

22. Wood, Hugh B.; Knall, Bruno. Educational planning in Nepal and its economic implications. Kathmandu, Unesco, May 1962. 143 + XXXIV pp.,

54 tables and 9 figures. Processed. (Draft Report of the Unesco Mission to Nepal, January-May 1962.)

The report surveys the programme of Nepalese educational expansion initiated in 1954, and makes recommendations for its modification in the light of economic development needs and potential and the resources available for education. Although educational planning activities were early initiated, there is a lack of research and statistics to back them up (Chapter 3, Section II). Also considers the economic planning machinery and its products as a framework for further educational planning activity, the possible extent of which is discussed in a final chapter, together with its organization.

B2. Statistics in educational planning

Books

1. Consejo Superior Universitario Centroaméricano (CSUCA). Algunos aspectos socioeconómicos de la población estudiantil universitaria centroaméricana del año 1962. San Jose, Costa Rica, CSUCA, octubre 1963. 120 p., 111 tables.
(Proyecto de recursos humanos en Centroamérica, cuaderno no. 2)

Extensive statistics are provided of the demographic character, aspirations and background of the university student population in Central America.

2. OEA - Unesco. Seminario Interamericano sobre Planeamiento Integral de la Educación. Organización, metodos y técnicas del planeamiento. Washington, D.C., Unión Panamericana, 1959. 119 p. (Documentos de trabajo, Tomo II).

A series of articles on the various stages of the educational planning process, the administration of educational planning, and the place of public opinion, relevant to successful implementation of a plan.

3. OEEC. Forecasting manpower needs in the age of science. Paris, OEEC, 1960. 141 p., bibliography.

A series of papers discussing various aspects of the relation between educational planning and economic growth. Chapter VI deals specifically with the role of statistics in educational planning, and later chapters pay much attention to the process of forecasting manpower needs.

4. Unesco. Basic facts and figures. Paris, Unesco, 1961 (and earlier years). 197 p. (Dual text in English and French.)

International statistics relating to education, culture and mass communication.

5. Unesco. Manual of educational statistics. Paris, Unesco, 1961. 241 p.

Commentary on educational statistics and the problems of their international comparability, with proposals for improving the latter.

6. Unesco. World illiteracy at mid-century. Paris, Unesco, 1957. 200 p. 235 tables, 2 diagrams. (Monographs on fundamental education - XI).

A statistical study of the extent of illiteracy throughout the world, followed by evaluation of some of the factors affecting levels of illiteracy - national income, industrialization, etc. Rather old now.

7. Unesco. World survey of education.

Vol. I Handbook of educational organization and statistics. Paris, Unesco, 1955. 943 p.
Vol. II Primary education. Paris, Unesco, 1958. 1,387 p.
Vol. III Secondary education. Paris, Unesco, 1961. 1,482 p.

These volumes contain comparative data on educational systems throughout the world, and as such are a source of comparative educational statistics.

Documents

1. Brolin, K.G. Statistics needed for educational planning. Paris, Unesco, August 1963. 22 p. Processed. (Chapter prepared for the Unesco handbook on economic and social aspects of educational planning.) (Classified 'limited').

Lists the types of statistical data which are desirable for the preparation of educational planning programmes, and shows how statistical analysis can help in the identification of educational needs.

2. Escondrillas, F. de. Esquema para el análisis y diagnóstico de un servicio educativo. Santiago, Instituto Latinoaméricano de Planificación Económica y Social, septiembre 1963. 12 p. Processed.

By showing the factors to be considered in evaluating an educational effort, in this case characterized by the Latin American concept of the 'servicio', the paper in effect indicates the types of statistical data required as a basis for educational planning.

3. Germanacos, C.L. et al. Report of the Unesco Educational Survey Mission to British Guiana. Paris, Unesco, June 1963. 102 p. Appendices. Processed. (WS/0663.22)

In the absence of any economic plan the Report attempts to survey and make proposals for the improvement of the educational system in close relation with potential economic development, and suggests the need for reformulation of Government proposals in relation to the resources available for their fulfilment. Hence the Report is designed to act as a basis on which an educational plan closely related to development needs can be formulated. Appendix L gives detailed proposals for an educational planning unit, and other planning activities.

4. Latin American Demographic Centre - A demographic analysis of the educational situation in Latin America. U.N. Economic and Social Council, Santiago, Chile, 2 January 1962. 147 p., tables and graphical annex. (Conference on Education and Economic and Social Development in Latin America, Unesco/ ED/CEDES/8). (Limited distribution).

Contains a wealth of demographic data essential to the formulation of educational plans in the Latin American countries, and discussions of factors influencing the size of school populations.

5. Solomon, E.S. Statistical analysis and quantification in educational planning. Paris, Unesco, July 1963. 17 p. (WS/0763.179). (Draft

chapter for the Handbook on economic and social aspects of educational planning).

Discusses the role of statistical analysis in educational planning, and gives some examples of relevant statistical operations.

6. Tunis, Government Source - Organization of National Services for Educational Statistics. Paris, Unesco, 24 July 1963. 3 p. annexes. Processed. (Unesco/SS/ST/Sem. 5/9).

A brief statement of the types of statistics collected in Tunisia and the collection procedure is followed by examples of the questionnaires used.

7. Unesco. Current official publications containing statistics relating to education. Paris, Unesco, 13 October 1961. 28 p. (Unesco/ST/R/21).

List of official sources of educational statistics in various countries.

8. Unesco. Report of the Regional Seminar on Educational Statistics in Asia and Oceania. Paris, Unesco, 8 January 1962. 16 p.

The Report emphasizes the need to improve educational statistics in view of their increasing use in educational planning, and then goes on to discuss the types of statistics needed.

9. Unesco, Statistical division, Department of social sciences. Statistics needed for educational planning. Paris, Unesco, 6 June 1963. 28 p. (Classified 'limited'). (Unesco/SS/ST/Sem. 5/2).

Deals with the presentation and description of the various statistics needed for educational planning, dividing them into 'basic' and 'detailed' categories, according to the scale and nature of planning for which they are to be used.

B3. The economics of education.

Books

1. Edding, Friedrich. Ökonomie des Bildungswesens Lehren und Lernen als Haushalt und als Investition. Freiburg, Verlag Rombach, 1963. 440 p., tables, bibliography.

A major text on the economics of education, which is notable also for a comprehensive bibliography.

2. Rivlin, Alice M. 'Research in the economics of higher education; progress and problems'. Chapter 21, pp. 357-383 in Mushkin, Selma J. Economics of higher education. Washington D.C., U.S. Government Printing Office, 1962.

After showing briefly how economists can make useful contributions in the formulation of future educational programmes, the author goes on to review recent relevant economic research, mostly that carried out in the U.S.A.

3. Schultz, T.W. The economic value of education. New York and London, Columbia University Press, 1963. 92 p., tables.

This study reviews the progress of work in the field of the economics of education, dealing particularly with the economic components, the economic value, and the costs of education. A number of directions for future work are suggested, and there is a useful bibliography.

4. Vaizey, John. The control of education. London, Faber and Faber, 1963. 263 p.

The essays which comprise the first half of this book constitute a review of different aspects of the economics of education.

Articles

1. Balogh, T. ; Streeten, P.P. 'The coefficient of ignorance'. Bulletin of the Oxford University Institute of Statistics. (Oxford). Vol. 25, no. 2. May 1963. pp. 99-107.

This article strongly questions on many counts the validity of existing models of the relation of education to economic growth, and of work on returns to educational expenditure. The pitfalls that can be expected to result if this work, undertaken with reference to advanced countries, is applied to developing countries, are emphasized, and in conclusion some important factors to be considered in formulating educational plans for developing countries are listed.

2. Bowman, Mary Jean. 'Converging concerns of economists and educators'. Comparative Education Review. (New York). Vol. 6, no. 2, October 1962. pp. 111-19.

A brief account of work on the economics of investment in education which is useful in showing the limited applicability of this type of work to the problems of educational planning, since it is concerned with marginal rather than the structural changes associated with global planning.

3. Debeauvais, M. 'The concept of human capital'. International Social Science Journal, (Paris-Unesco). Vol. XIV, no. 4. Pt. 1, 1962. pp.660-75.
(Also published in French.)

A concise expression of the economist's view of education, as it affects economic growth.

4. Perroy, Henri. 'Coût et productivité de l'enseignement'. La revue de l'action populaire (Paris), no. 166, mars 1963. pp. 315-30.

Begins with some calculations of the cost of education in France. Then discusses criteria of educational productivity and suggests their lack as a reason for the failure to establish clearly a relation between educational expenditure and production increases. With this qualification some international comparisons are made and the need for further efforts to establish educational productivity emphasized.

5. Saxe, Jo W. 'Some questions about the economics of education' in Planning education for economic and social development. Paris, OECD, 1963. pp.49-55.

A series of critical remarks on the various methods of looking at the economics of education, in particular its returns and its costs and problems of resource allocation.

6. Schultz, Theodore W., et al. 'Investment in human beings'. Journal of Political Economy (Chicago). Vol. LXX, no. 5, part 2. Supplement, October 1962. 157 p.

The series of articles contained in this Supplement is of interest in that it endeavours to subject education to economic analysis. However the value of this for the educational planner in a developing country is limited because the analysis is mostly carried out with reference to the American educational system, and hence it is very questionable how far its conclusions are transferable to the situations of other countries.

Documents

1. Arrow, Kenneth J. Criteria for social investment. Paris, OECD, 16 August 1963. 14 p. Processed.

The author discusses the problems of calculating the benefits deriving from acts of social investment, concluding with a brief examination of these problems in the context of educational investment.

2. Bowman, Mary Jean. Education and economic growth : some methods and issues of measurement re-examined. Chicago, University of Chicago, 24 April 1963. 36 p.
(Economics of education research paper No. 63- 4).

The issues dealt with include the scale of resource allocations to education, the contribution of educational expansion to the growth of national income and economic growth, the relation of education to income distribution, and the relative importance in these matters of schooling and on-the-job training.

3. Wallberg, K. ; Cassel, P-G. Demand for higher secondary school (Gymnasium) education in Sweden. Paris, OECD, 22 November 1963. 41 p., tables, figures. Processed.

A study of the factors influencing the demand for gymnasium studies in Sweden and their relative strengths, as a basis for predicting the future needs for study facilities.

4. Bowen, William G. Assessing the economic contribution of education : an appraisal of alternative approaches. Paris, OECD. 11 May 1962. 25 p. (DAS/PD/62.6) (Classified 'restricted'). (English text only.)

Describes the various methods of attempting to measure returns to investment in education, in the process of discussing the difficulties involved in their use, and some of the drawbacks to which they are subject. Included are (1) the simple correlation approach; (2) the returns-to-education approach ; (3) the residual approach; (4) the forecasting-manpower-needs approach.

5. Lê Thanh Khôi. Le rendement de l'éducation. Paris, Unesco, 2 January 1963. 40 p. (To be published in the book 'Planification des ressources humaines' by M. Debeauvais and Lê Thanh Khôi.)

The author gives a detailed review of work in this field, most of which is in English, and concludes by noting the limited value of calculations of the yield and cost of education for individuals, in relation to the social costs and benefits which are the concern of the educational planner.

6. Svennilson, Ingvar. Education, research, and other unidentified factors in growth. 12 p. (Paper given at the 1962 Conference of the International Economic Association, Vienna.)

An economist's view of the posited relation of education to economic growth.

7. Strumilin, S.G. The economic significance of national education . Paper given at the International Economic Association Conference on the Economics of Education, Menthon St. Bernard, 29 August - 7 September 1963. 40 p. Processed.

Though written in 1925, this article is of interest as showing some of the methodology used by early Soviet planners in trying to determine the economic significance of educational investment.

B4. The manpower and human resources approach to educational planning.

Books

1. Brand, W. Requirements and resources of scientific and technical personnel in ten Asian countries. Paris, Unesco, 1960. 31 p., bibliography. (Unesco statistical reports and studies series.)

   Methodology for forecasting supply and demand of scientific and technical personnel, and its relation to methods currently used in certain Asian countries.

2. Di Stampa, Bozze. Progresso economico e strutture formative nell' Italia del 1975. Roma, SVIMEZ, January 1963. 150 p., 40 tables, charts.

   The book discusses the manpower requirements of projected Italian economic growth, and their educational implications, qualitative and quantitative, both within and outside the school system.

3. Ducoff, Louis J. Human resources of Central America, Panama and Mexico, 1950-1980, in relation to some aspects of economic development. New York, United Nations, 1960. 155 p., tables and diagrams.

   A study of the relation between demographic factors and economic development which includes reference to the human resource and educational factors involved, and provides much data from which the formulation of regional educational plans could begin.

4. Harbison, F. ; Myers, C. A. Education, manpower, and economic growth. New York, McGraw-Hill, 1963. xiii+229 p., 9 tables.

   The authors attempt a global analysis of human resource development in qualitative and quantitative terms, using four groups of countries at different levels of development to try to show the relations between human resource development and economic growth. The book concludes with a discussion of educational and manpower planning and their integration into general development planning.

5. ILO. International standard classification of occupations. Geneva, International Labour Office, 1949. 139 p.
(Later editions are also available.)

A discussion of some of the problems involved in making such a classification precedes the analysis of the classification, which may be compared with that used in the OECD Mediterranean Regional Project.

6. Japan Ministry of Education. Demand and supply for graduates from secondary schools and universities : Japan. Tokyo, Ministry of Education, 1961. 69 p., tables.

The methodology and results of the survey are first described and then it is explained how the results are incorporated in the educational plan.

7. Lubin, Isador ; Dollard, Charles (Editors). Human resources. Training of scientific and technical personnel. Washington D.C., U.S. Government Printing Office, 1963. 204 p.

A collection of papers prepared by the United States for the U.N. "Conference on the Application of Science and Technology for the Benefit of the Less Developed Areas", 1963, dealing with a variety of themes of interest to the educational planner.

8. Nigeria, Federal Ministry of Education. Investment in education. The Report of the Commission on Post-School Certificate and Higher Education in Nigeria. Lagos, Federal Government Printer, 1960. 140 p., tables, diagrams and map.

A pioneering effort in relating educational expansion to economic development needs. Part 1 is the general report. Part 2 contains a series of special reports on important particular aspects of educational expansion. Particularly important is Harbison's manpower survey. The perspective is long term - up to 1980.

9. United States, AID. Seminar on Problems of Manpower Planning, Development, Utilization, Distribution and Administration. Washington D.C., U.S. Govt., 1963. xii+128 p., bibliography.

The 1963 seminar differed from the previous year's in concentrating more on the relation between manpower and economic development, thus giving a greater place to the relation of education. Presentation was also varied, being in the form of a report on the subjects dealt with, instead of a record of the discussions among participants.

10. U.S. Department of Labor. Manpower report of the President and A report on manpower requirements, resources, utilization and training. Washington, D.C., U.S. Govt. Printing Office, March 1963. xxvii+204 p., tables, charts and maps.

Employment, population, mobility and productivity trends form the background to comments on manpower prospects in the U.S.A. Means to remove impending difficulties in the manpower situation are discussed, including education, and in the Technical Appendix there is a more detailed examination of the demand for and supply of school teachers.

Articles

1. Beckerman, Wilfred. 'Long-term projections of national product' in Planning education for economic and social development. Paris, OECD, 1963. pp. 97-103.

The article advocates the usefulness of projections of economic growth, as distinct from forecasts, as an aid to educational planning.

2. Beckerman, Wilfred. 'Projections and productivity concepts' in Planning education for economic and social development. Paris, OECD, 1963. pp. 105-12.

One of the inter-relations implicit in the manpower approach to educational planning is that between output and manpower requirements. This involves assumptions as to labour productivity, and this paper therefore devotes some attention to examining this latter concept and its measurements.

3. Debeauvais, Michel. 'Methods of forecasting long-term manpower needs' in Planning education for economic and social development. Paris, OECD, 1963. pp. 85-96.

A discussion of the forecasting stage in educational planning, as far as it concerns manpower, together with an examination of the difficulties involved.

4. Döös, Sten - Olöf. 'Forecasting manpower requirements by occupational categories' in Planning education for economic and social development. Paris, OECD, 1963. pp. 123-37.

An examination of a further inter-relation in the manpower approach to educational planning - that between occupational categories and their educational requirements - and the relation of these two classifications in turn to the industrial structure.

5. Erder, Necat. 'Forecasting occupational structure of the Turkish Labour Force' in Planning education for economic and social development. Paris, OECD, 1963. pp. 139-46.

An exposition of Turkish experience in forecasting manpower requirements by occupational categories.

6. Isaac, J.E. 'Manpower planning in Australia'. International Labour Review (Geneva). Vol. LXXXII, no. 5, November 1960. pp. 403-31. (Also published in French and Spanish.)

A description of the machinery used to preserve full employment in a little-developed country with an expanding labour force, and some issues involved in carrying out such activities in a predominantly private-enterprise economy. There is little mention of any related educational planning.

7. Novacco, Nino. 'Forecasting employment by industrial sectors' in Planning education for economic and social development. Paris, OECD, 1963. pp. 113-22.

A discussion of employment forecasting, via the intermediary of the productivity associated with future output, particularly in the light of Italian experience.

8. Parnes, Herbert S. 'Manpower analysis in educational planning' in Planning education for economic and social development. Paris, OECD, 1963. pp. 73-84.

An evaluation of the manpower approach to educational planning is followed by a description of its methods.

9. Parnes, Herbert S. 'Relation of occupation to educational qualification' in Planning education for economic and social development. Paris, OECD, 1963. pp. 147-57.

The article examines the relation of occupation to educational qualification, illustrating its frequent tenuousness, and concluding that a cautious approach is accordingly required in formulating educational requirements.

10. Ramage, R. 'The assessment of staff requirements in a developing country'. Public Administration (London). Vol. 41, Winter 1963. pp. 325-33.

Written by an administrator, the article comments on the necessity and process of planning the provision of administrative personnel. The educational aspect of fulfilling targets arrived at is considered.

11. Tilak, V.R.K. 'The future manpower situation in India, 1961-76'. International Labour Review (Geneva). Vol. LXXXVII, no. 5, May 1963. pp. 435-46.

Population and labour force estimates, together with the educational characteristics of new entrants, are used to establish requirements for global expansion of the Indian educational system.

Documents

1. Bell, G. Essai d'approche des problèmes de transcription des objectifs d'un plan d'éducation à long terme en objectifs à moyen terme. Paris, OECD, 6 December 1963. 17 p., 2 diagrams. Processed.

An examination of the work intermediately involved in activating a long-term educational plan, based on the OECD Mediterranean Regional Project.

2. Charkiewicz, Michal. *Planning of the qualitative reproduction of human resources*. Paris, Unesco, 18 June 1963. 28 p. Processed.
(Unesco/SS/PP/It /6)

Using examples of Polish experience, the paper describes a methodology for human resource planning which involves using the educational system as a means to produce manpower.

3. Correa, H. *El sistema educacional y el desarrollo económico (El caso del Ecuador)*. Santiago, Instituto Latinoaméricano de Planificación Económica y Social, diciembre 1963. 42 p., tables. Processed.

An example of the use of mathematical methods to estimate the demand for qualified manpower for national development.

4. Debeauvais, Michel. *La traduction des objectifs d'emploi en objectifs d éducation*. Paris, IEDES, 1963. 22 p., 5 tables. Processed.

The paper is a discussion of methods of translating the employment requirements of economic plans into educational needs.

5. Hamza, M. ; Fahmy, M.S. *Techniques of manpower planning*. Cairo, Institute of National Planning, 15 June 1963. 27 p. Processed.
(Memo. No. 340)

This paper is an introduction to the methodology of manpower planning, indicating links with the educational system.

6. Hussein, H. *Manpower sample survey in the UAR*. Cairo, Institute of National Planning, 15 May 1963. 16 p. Processed.
(Memo. No. 297)

A brief critical description of the methodology used in the first manpower sample survey carried out in the UAR is followed by proposals for improving the methodology of subsequent surveys.

7. International Labour Office - Quantitative and qualitative evaluation of manpower in relation to educational and vocational training requirements arising out of economic development. U.N. Economic and Social Council, Santiago, Santiago, Chile, 15 February 1962. 47 p. (Limited distribution). (Conference on Education and Economic and Social Development in Latin America, Unesco/ED/CEDES/13).

Description of working methods for evaluating manpower needs as a basis of educational requirements for development.

8. ILO. Some aspects of the role of manpower planning in economic planning. Paris, Unesco, 18 June 1963. 19 p. Processed.
(Unesco/SS/PP/It /5)

The paper outlines some main characteristics of manpower and planning associated with it, and then discusses the integration of manpower planning into overall economic planning.

9. OAS Department of Economic Affairs. Human resources assessment and planning. Procedural and methodological considerations. Washington, D.C., Department of Economic Affairs, General Secretariat, Organization of American States. 40 p., 9 tables. (Prepared as Information Document No. 45 for the Conference on Education and Economic and Social Development in Latin America, Santiago, Chile, 5-19 March 1962.)

A comparative study of methodology in producing surveys of manpower requirements, an integral part of the process of educational planning.

10. Pant, Pitambar. Economic and social development, manpower planning and education. Cairo, Institute of National Planning, January 1962. 12 p. Processed.
(Memo. No. 155)

In a wide-ranging discussion the author urges the role of educational and manpower planning as agencies to overcome bottlenecks in national development.

11. Pant Pitambar. Manpower planning and education. Cairo, Institute of National Planning, January 1962. 10 p. Processed.
(Memo. No. 156)

Drawing on Indian experience during the succession of five-year plans, the author illustrates the importance of manpower in development, and points out the resultant areas of choice in educational policy.

12. Parnes, H.S. *An occupational classification system for the Mediterranean Regional Project*. Paris, OECD, 2 April 1962. (DAS/MRP/62.3). 34 p. (Classified 'restricted').

The title explains the subject matter, which is set in the context of manpower and educational planning.

13. Shearer, J. ; Glazer, M. *Cálculo de los recursos humanos de alto nivel que la América latina necesitará en 1970*. Washington D.C., Unión Panamericana, 1963. 26 p., tables. Processed.

The authors qualify the value of their study by emphasizing the insufficiency of the relevant data on which it has been based, and conclude by indicating the omissions to be rectified.

14. Skorov, G. *Manpower approach to educational planning : methods used in the centrally planned economies*. Paris, Unesco, 1963. 24 p. Processed.
(To be included in the Unesco manual on economic and social aspects of educational planning.)

The title of this paper is self-explanatory. Several methods which have been used in the Soviet Union are described.

15. SVIMEZ. *Critères et méthodes pour l'évaluation de la structure professionnelle de l'emploi en 1951, 1961 et 1975*. Berlin, Deutsche Stiftung für Entwicklungsländer, 1963. 30 p., tables. Processed.

The paper gives a methodological survey of the procedures used in Italy for evaluating the past, present and future occupational structure of employment, work carried out in connection with the OECD Mediterranean Regional Project.

16. Unesco. Overall planning of education. U.N. Economic and Social Council, Santiago, Chile, 23 February 1962. 68 p. (Limited distribution). (Conference on Education and Economic and Social Development in Latin America, Unesco/ED/CEDES/50).
(Also published in Spanish.)

The methodology of educational planning and the fruition of its endeavours.

17. Williams, Gareth. Projecting manpower requirements and the use of educated manpower in agriculture. Paris, OECD, 19 November 1963. 14 p. Processed.
(DAS/PD/63.85)

The author mentions some special features of agricultural manpower but emphasizes the advantages of integrating agricultural and rural education, differentiating these two, into general educational planning.

B5. The educational structure - its internal balance and productivity.

Books

1. Gass, J.R. ; Lyons, R.F. 'International flows of students'. Paris, OECD, 1962. 41 p., 12 tables (Policy Conference on Economic Growth and Investment in Education, Pt. 5.)
(Also published in French and Spanish.)

A study of movements of students between European countries for the purpose of receiving higher education, taking note of the importance of this process for the difficult task of expanding education in the poorer countries, having few resources for the purpose.

2. Halsey, A.H. (Editor). Ability and educational opportunity. Paris, OECD, 1961. 212 p., bibliography.

Series of papers discussing some factors relevant to the qualitative aspect of educational expansion. Useful in considering how to devote limited resources for education to those most able to benefit from them.

Articles

1. Elvin, Lionel. 'The structure of education in a developing country' in Planning education for economic and social development. Paris, OECD, 1963. pp. 171-80.

A discussion of the most relevant structure of the educational system for a developing society, and hence of educational priorities.

2. van der Kroef, J. M. 'Asian education and unemployment : the continuing crisis'. Comparative Education Review (New York). Vol. 7, no. 2, October 1963. pp. 173-80.

A discussion of the growing problem in Asia of the 'educated unemployed', which examines its causes and some consequences. It is concluded that solution of the problem depends on a more harmonious development of education and the economy.

3. Lewis, W. A. 'Priorities for educational expansion'. Policy Conference on Economic Growth and Investment in Education. Pt. 3. Paris, OECD, 1962. pp. 35-49.
(Also published in French and Spanish.)
This article has also appeared under the title 'Education and economic development' in Social and Economic Studies, Vol. 10, no. 2, June 1961, and in International Social Science Journal, Vol. XIV, no. 4, 1962. pp. 685-99.

Some very pertinent comments on the relative importance of different levels of education and their expansion in relation to the growth of under-developed countries.

Documents

1. Debeauvais, Michel. The balance between the different levels of education. Paris, IEDES, 1963. 20 p. Processed.

The paper discusses problems of measurement of educational enrolments, of construction of the educational pyramid, and of educational wastage, and then considers criteria for selecting a balance between different levels of education.

2. Escondrillas, F. de. Esquema para la formulación de un programa de educación. Santiago, Instituto Latinoaméricano de Planificación Económica y Social, septiembre 1963. 10 p. Processed.

A brief paper setting out factors to be considered and procedures to be followed in formulating an educational programme.

3. Hayward, B. Student inflow to higher levels of education. Paris, OECD, 17 May 1963. 17 p. 4 diagrams. Processed.
(DAS/EIP/63.12)

A paper outlining the various factors influencing student inflows, to point out how policies for increasing such inflows should give attention to these factors.

4. Proust, J. Essai d'analyse des mouvements d'effectifs dans l'enseignement du 1er degré au Gabon. Paris, IEDES, décembre 1962. No pagination, tables, charts. Processed.

An examination of wastage in the educational system, with a suggestion of causes and possible solutions. The conclusion is that in Gabonese primary education qualitative rather than quantitative shortcomings are now the more important.

5. Sanders, D.P. A preliminary working paper on improving the content of educational programmes. Paris, OECD, 6 December 1963. 28 p., 5 tables. Processed.

The paper is concerned with the qualitative aspect of educational planning, particularly in relation to labour force performance. Using a comparative approach to examine the content of education, it suggests that from this optimal educational profiles for particular occupations may be worked out, an evaluation of the relevance of the education for development may be made, and useful data for educational forecasting will be provided.

6. Scholten, F. The quantitative efficiency of the educational system. Paris, OECD, 9 December 1963. 16 p. Processed.

The paper discusses methods of measuring the quantitative efficiency of an educational system, pointing out some of the difficulties involved, and points out the usefulness of this knowledge for educational costing and the planning of expansion of the system to meet manpower needs.

7. Unesco. Educational planning and the provision of education for women and girls. Paris, Unesco, 13 August 1963. 6 p. Processed. (Unesco/ED/F/Plan)

This brief and interesting paper draws attention to a factor frequently neglected, in educational planning, or at best only obtaining lip service -- the relevance for development aims of the education of women. It points out the importance of women in development, and the ways in which informed female opinion can contribute to the wider acceptance of measures for development.

8. Unesco. The plan of educational development in Asia and overall educational planning. Paris, Unesco, 27 February 1962. 8 p. (Distribution limited). (Meeting of Ministers of Education of Asian Member States - Working paper - Unesco/MINEDAS/4).

Remarks on the implications for planning of other aspects of the educational system resulting from the operation of the Karachi plan for universal primary education in Asia.

B6. The supply of teachers.

Books

1. Batten, T.R. School and community in the tropics. London, Oxford University Press, 1959. 177 p.

A study, using examples from many countries, of schools in relation to local needs - the community approach to education, which relates it to development.

2. Great Britain - National Advisory Council on the Training and Supply of Teachers - The demand and supply of teachers 1960-80. London, HMSO, 1962. 30 p., tables.

A discussion applying to the British situation, of one of the principal constraints on educational expansion - the shortage of qualified teachers. The approach used is of interest to other countries.

3. International Bureau of Education-Unesco. *In-service training for primary teachers*. Geneva, 1962. XLVII+173 p.
(Publication no. 240 - also published in French as no. 239.)

The study utilizes comparative national experiences to show the extent and organization of training, methods, international measures, future plans, and the categories of staff involved. A second section gives in more detail the national responses from which these generalizations were derived.

4. International Bureau of Education-Unesco. *Shortage of primary teachers.* Geneva, 1963. LXIV+191 p.
(Publication no. 256 - also published in French as no. 255.)

This study utilizes comparative national experiences to demonstrate the shortage, its causes, and steps taken to overcome it. The latter part gives in greater detail the national responses from which these comparative conclusions were derived.

5. OECD. *Supply, recruitment and training of science and mathematics teachers*. Paris, OECD, no date. 46 p., tables.

Using data from OECD countries, this short book discusses the supply and demand situation for teachers, methods of training, and the utilization of personnel. In conclusion recommendations are made for measures to alleviate the shortage of personnel revealed by the survey.

6. Unesco - *Training of science teachers for secondary schools*. Paris, Unesco, 1961. 38 p. (Education abstracts. Vol. XIII, no. 4 - 1961).

Given the importance of middle-level technical manpower in development, and its universal scarcity, the training of secondary-level science teachers becomes a crucial aspect of the teacher-supply problem which usually faces educational planners. An introductory essay discusses these training needs in general, and is followed by a series of brief accounts of national experiences.

7. van Waeyenberghe - Carton, R. et E. Etudes complémentaires. Planification de l'enseignement. République du Niger, 1962. 109 p.

Pages 70-98 give a review of the supply and demand for teaching personnel, with proposals for reforms, qualitative and quantitative, to enable supply to meet demand in relation to fulfilment of the targets proposed by the Addis Ababa plan.

Articles

1. Elvin, Lionel. 'The recruitment and preparation of teachers' in Planning education for economic and social development. Paris, OECD, 1963. pp. 181-93.

An examination of one of the bottlenecks of educational expansion, the shortage of teachers, and possible measures to overcome it.

2. Hansen, W. Lee. 'Educational plans and teacher supply'. Comparative Education Review (Teachers College, Columbia University, New York). Vol.6, no. 2, October 1962. pp. 136-41.

Discussion of validity of projections of teacher demand and supply, using examples from U.S.A., U.K. and Kenya, and of factors influencing changes in demand and supply.

3. Jones, R.V. 'Taking the strain of Robbins'. The Times (London). 11 November 1963. p. 11.

Using the scarcity of physicists in Britain as an example, the author shows how efforts to expand the supply tend to reduce it in the short run, because of the need for more teachers, which raises difficult problems for the planner.

4. Passenier, J. 'Verlaging der leerlingenschaal en de behoefte aan leraren bij het v.h.m.o.' Economisch - Statistische Berichten (Rotterdam). 18 January 1961. pp. 50-53.

The article discusses the demand for secondary-school teachers and the pupil-teacher ratio.

5. Tinbergen, J. and Bos, H. C. 'The global demand for higher and secondary education in the underdeveloped countries in the next decade'. Policy Conference on Economic Growth and Investment in Education. Pt. 3. Paris, OECD. 1962. pp. 71-80.
(Also published in French and Spanish.)

Some preliminary estimates, with indications of the methodology used, of requirements for teachers in relation to expected numbers of students.

Documents

1. Fahmy, M.S. ; Weheba, S. A note on estimates of teacher requirements for the period 1965-85 by level and branch of education. Cairo, Institute of National Planning, 29 June 1963. 39 p., 21 tables. Processed. (Memo. No. 349)

The methodology and results of estimates of the demand for and supply of teachers in relation to the long-term educational plan for UAR. (See studies by Rofail, S. in section D1.)

2. Hansen, W. Lee. Human capital requirements for educational expansion : teacher shortages and teacher supply. Chicago, Committee on Economic Growth, Social Science Research Council, 1963. 39 p. Processed. (Classified 'restricted'). (Paper given at the Conference on Education and Economic Development, Comparative Education Center, University of Chicago, 4-6 April 1963.)

Following up the author's article in the Comparative Education Review, October 1962, this paper discusses in more detail problems of projecting the demand and supply of teachers, and also the concept of teacher shortage, from the point of view of realistically planning this facet of education. The author concludes that in this respect the African and Asian educational plans are unrealistic.

3. India, Committee on Plan Projects. *Draft report on teacher training*. New Delhi, Government of India, May 1963. 229 p., tables. Processed.
(COPP/SS/3/1963)

The Report gives an account of the present availability of teachers, both trained and untrained, and then goes on to examine the possibilities and problems of teacher education in India.

B7. School-building requirements

Books

1. France, Ministère de l'Education nationale. *Les constructions scholaires*. Paris, Institut pédagogique national, 1962. Various pagination.

This and similar earlier volumes detail the regulations relating to schoolbuilding in France.

2. India, Committee on Plan Projects. *Report on Delhi school buildings*. New Delhi, Government of India, October 1960. 19 p., plans.
(COPP/SS/1960/1)

Using Delhi as an example, this brief report recognizes the enormous classroom shortage in India, and makes detailed proposals to economize in construction methods to help overcome it.

3. India, Committee on Plan Projects. *Report on science laboratories and equipment in high/higher secondary schools*. New Delhi, Government of India, November 1962. 42 p., plans.

Recognizing the rapid need to educate more technical personnel to satisfy the needs of a developing country, the report makes recommendations for standard laboratory design and equipment.

4. International Bureau of Education - Un[illegible]. *Expansion of school building*. Paris/Geneva, 1957. 244 p.
(Also published in French.)
(Publication No. 184 - in French 183.)

Comparative study of proposals for and practice of school building in a number of countries. Also individual country reports.

5. Netherlands Economic Institute - The financing of higher education in Africa. - Report. Paris, Unesco, 29 June 1962. 78 p., tables and figures. (Unesco/CHEA/10).

Studies of costs of higher education in Africa, and methods of arriving at figures, and a specimen study of cost and space requirements for an African university.

6. Spain, Ministerio de Educación Nacional. La Escuela Unitaria Completa. Madrid, Ministerio de Educación Nacional, Julio 1961. No pagination. Illustrated.

A brief description, amply illustrated, of the one-teacher schools which form an important part of the National Plan of School Construction, with parallel texts in Spanish, French and English.

Articles

1. Artigas, D. Joaquin Tena. 'Plan for school construction in Spain' in Planning education for economic and social development. Paris, OECD, 1963. pp. 223-32.

An example of educational planning concerned with a particular aspect of the educational system.

2. Great Britain, Ministry of Education. Building Bulletin. London HMSO. October 1949.

A periodical publication discussing school building projects and topics in Great Britain.

Documents

1. Great Britain, Memorandum by the U.K. Delegation to the Unesco Conference of African States on the Development of Education in Africa, Addis Ababa, May 1961. Proposals for a school construction programme in Africa. London, Unesco, 2 May 1961. 5 p. Processed. (Unesco/EDAF/C/9)

Brief mention is made of U.K. post-war experience in school building, and this is followed by suggestions for its adaptation for utilization in an African context, particularly for research in school building and the diffusion of its results.

2. India, Committee on Plan Projects. Report on primary school buildings in Delhi. New Delhi, Government of India, July 1963. 31 p., plans. Processed. (COPP/SS/4/1963).

The Report suggests construction standards for primary school buildings, pointing out that the shortage of these has tended to increase.

3. India, Committee on Plan Projects. Report on secondary school-cum-hostel buildings in rural areas. New Delhi, Government of India, October 1963. 25 p., plans. Processed. (COPP/SS/5/1963).

Design proposals for rural schools which can also be used as hostels, suitable for areas with widely scattered school populations.

B8. New teaching techniques

Books

1. Bereday, George Z.F. ; Lauwerys, Joseph A. (Editors). The yearbook of education 1960. - Communication media and the school. London, Evans Brothers, 1960. 592 p.

A compendium of essays discussing the use of mass media in schools, and including case studies of particular experiments in a number of countries.

2. Coombs, P.H. *The technical frontiers of education.* Los Angeles, University of California, 1960. 16 p.

> The author discusses the barriers to rapid technical change in the methods of education, and the increasing need to overcome them, and points out some ways in which innovation may take place.

3. Mechner, Francis ; Cook, Donald A. *Behavioral technology and manpower development.* New York, Basic Systems, Inc., December 1963. 50 p., diagrams, bibliography.

> The authors describe the evolution of behavioural technology and its uses in setting up learning programmes and elucidating the educational requirements of different types of manpower. Examples are given of the work of setting up a programme.

4. OEEC (Organization for European Economic Co-operation). *Television for school science.* Paris, 1960. 181 p., bibliography.

> Seminar reviewing the progress and possibilities of television as a teaching medium, in particular in relation to science teaching in Europe.

5. Schramm, Wilbur. *Programed instruction today and to-morrow.* The fund for the advancement of education, 1962. 74 p.

> Brief description of American efforts in the development of programmed learning, whether through machines or textbooks, and discussion of its use in developing countries, and its future potential.

6. Unesco. *Developments in audio-visual education.* Paris, Unesco, 1963. 57 p. (Unesco Educational studies and documents, no. 50).

> A group of articles on experiences of using television and programmed learning techniques in education.

7. Unesco. *New methods and techniques in education.* Paris, Unesco, 1963. 51 p. (Educational studies and documents series, no. 48).

A series of articles reviewing various new educational methods and techniques. The introductory chapter by Wilbur Schramm poses some of the planning problems of utilizing these media in developing countries desiring rapid educational expansion.

Articles

1. Clinchy, Evans. 'The new education'. International Development Review (Washington D.C.). Vol. IV, no. 3. September 1962. pp. 9-15.

A survey of recent developments in curricula, programmed learning, learning theory, teaching techniques, and the classroom environments. There remains the question of the relevance of these developments to developing countries, when their cost in comparison with traditional methods is taken into account.

2. Mathur, J.C. 'El empleo de los medios audiovisuales para la Educación de Adultos en un mundo en evolución'. Boletín trimestral. (CREFAL , México). Vol. XIII, nos. 1 and 2, invierno 1960-61, primavera 1961. pp. 14-35.

The article discusses the use of audiovisual educational techniques, in adult education, particularly as a means of inducing greater 'development-mindedness' among the adult population.

3. Mitchell, M.B. 'Comments on the use of new techniques in teaching'. Conference of African States on the Development of Education in Africa. Addis Ababa, 15-25 May 1961. Final report. Paris, Unesco, no date. Annexes, pp. 91-96. (Unesco/ED/181).

The title is self-explanatory. Includes programmed learning, films, television, and other modern communications devices, with comments on their relevance to African conditions.

4. Neurath, Paul M. 'Radio farm forum as a tool of change in Indian villages'. Economic Development and Cultural Change (Chicago). Vol. X, no. 3. April 1962. pp. 275-83.

An account of an Indian initiative, adapted from Canadian experience, for the education of farmers to effect improvements in their agriculture.

5. Richardson, J.C. Peter. 'A proposal to break the communications barrier'. International Development Review (Washington D.C.). Vol. IV, no. 3. September 1962. pp. 32-35.

The article discusses a method developed for rapidly teaching a limited English reading ability to extend the accessibility of simple technical literature. It makes some tentative cost estimates, and advocates further more detailed study of the whole idea.

6. Williams, Gareth. 'Some proposals for an investigation into the economics of teaching methods' in Planning education for economic and social development. Paris, OECD, 1963. pp. 261—65.

Suggestions are made as to the role of the economist in evaluating new educational techniques, e.g. by comparing their cost to those of more traditional methods.

Documents

1. International Co-operation Administration. Conference on the Application of Newer Scientific Methods of Learning and Teaching to Selected Major Educational Problems in Developing Countries. Washington D.C., ICA, 1961. 164 p. Processed.

The Report summarizes the proceedings of the conference, in which the application of newer educational techniques to six educational problems was discussed.

B9. Educational costs, expenditure, and finance.

Books

1. Japan, Ministry of Education. National surveys of educational expenditures : Japan. Tokyo, Ministry of Education, September 1961. 57 p. tables and diagrams.

A description of the system of educational finance in Japan is followed by detailed accounts of the various surveys of educational expenditure which are carried out.

2. National Federation of College and University Business Officers' Associations. The sixty college study - a second look, 1957-1958. Published by the Federation, 1960. 173 p., tables.

A compendium of detailed data on expenditures and income from a sample of American colleges, which provides material for some general conclusions as to where educational money comes from and where it goes to.

3. Netherlands Economic Institute. The financing of higher education in Africa - Report. Paris, Unesco, 29 June 1962. 78 p., tables and figures. (Unesco/CHEA/10).

Studies of costs of higher education in Africa, and methods of arriving at figures, and a specimen study of cost and space requirements for an African university.

4. OEA - Unesco. Seminario Interamericano sobre Planeamiento Integral de la Educación, Administración y Financiamiento de la Educación. Washington D.C., Unión Panamericana, 1959. 107 p. (Documentos de Trabajo, Tomo III).

Papers on the administrative and financial aspects of education, in relation to planning.

5. Vaizey, John. The costs of education. London, George Allen and Unwin, Ltd., 1958. 256 p., tables.

A detailed study of the finance and costs of education in the United Kingdom since 1920, with an examination of expected changes in costs likely in the future.

Articles

1. Brand, W. 'The financing of education'. Conference of African States on the Development of Education in Africa, Addis Ababa, 15-25 May 1961. Final Report. Paris, Unesco, no date. Annexes, pp. 31-45. (Unesco/ED/181).

A model of the process of costing a plan for African educational expansion.

2. Edding, Friedrich. 'Estimating costs of educational requirements' in Planning education for economic and social development. Paris, OECD, 1963. pp. 233-44.

The problems of estimating the capital and current costs of educational expansion programmes, an important step in adducing their feasibility, are discussed.

3. Löbel, E. 'Le problème du financement'. Tiers-Monde (Paris). Tome 1, nos. 1-2, janvier-juin 1960. pp. 54-62.

Discussion of the difficulties of applying the economic concepts of cost and yield to education, taking into account such factors as educational wastage.

4. Roca, P. ; et al. 'Costos de la educación'. La educación (Washington D.C.), año VI, nos. 21-22, enero-junio 1961. pp. 3-121.

A series of articles discussing the costs of education in various countries of North and South America.

Documents

1. Bardeci, O.J. ; Escondrillas, F. Financiamiento de la educación en America Latina. Washington D.C., Unión Panamericana, 1963. 79 p., tables. Processed.

Part I examines elements of the recent financial situation in Latin American education, while Part II discusses some of the financial aspects of education having most future significance.

2. Colombia - Ministerio de Educación Nacional. Aspecto económico de la educación - el 'Banco educativo Colombiano'. Bogotá, Ministerio de Educación Nacional, no date. 11 p. Processed.

A brief description of the activities of the Colombian Educational Bank, an interesting initiative in the task of financing educational expansion.

3. Fahmy, M.S. ; Weheba, S. A note on first attempts for estimating expenditures on education for the period 1965-85. Cairo, Institute of National Planning, 28 May 1963. 6 p., 9 tables. Processed. (Memo No. 329)

The methodology and results of expenditure estimates made in conjunction with the long-term educational plan for UAR. (See studies by Rofail, S. in section D1.)

4. OEEC. Office for scientific and technical personnel. Mediterranean Regional Project - Analysis of educational needs and priorities for specialized manpower in relation to economic development. OSTP/PD/60.66. Note on methodology by Professor Edding. Paris, 14 November 1960. 15 p. 3 tables. Processed. (Classified 'restricted').

Brief exposition of the educational planning process in an economic context, especially the financial aspects, and forecasting of educational needs.

5. Okigbo, P.N.C. 'Criteria for public expenditure on education'. Paper given at the International Economic Association Conference on the Economics of Education, Menthon St. Bernard, 29 August - 7 September 1963. 15 p. Processed.

The paper is critical of many criteria currently used for deciding public expenditure on education, and makes proposals for a new methodology. It uses Nigeria as an example.

6. Rofail, S. ; et al. Estimates for cost of proposed education plan for the period 1960-1985. Cairo, Institute of National Planning, 27 May 1963. 24 p., 14 tables. Processed. (Memo. No. 327)

The methodology and results of costing exercises undertaken in conjunction with the long-term educational plan for UAR. (See studies by Rofail, S. in section D1.)

7. Unesco. A basis for an estimate of educational targets for Latin America and financial resources needed to meet them : a statistical paper. U.N. Economic and Social Council, Santiago, Chile, 19 March 1962. 26 p., 16 tables. (Limited distribution). (Conference on Education and Economic and Social Development in Latin America.) (Unesco/ED/CEDES/37/Add.2).

Endeavour to estimate the scale of expansion needed to achieve universal primary education in Latin America by 1970, and the average unit costs of the operation.

8. Unesco. Current educational budgeting in relation to the goals of Addis Ababa. Paris, Unesco, 23 March 1962. Separate pagination for each country. (Unesco/ED/MIN/IV). (Distribution limited).
(Also in French.)

Current expenditure on education in relation to the requirements in each participating country if the Addis Ababa Plan is to be fulfilled.

B10. Foreign aid and education.

Books

1. Gass, J.R. ; Lyons, R.F. 'International flows of students'. Paris, OECD, 1962. 41 p. 12 tables. (Policy Conference on Economic Growth and Investment in Education, Pt. 5).
(Also published in French and Spanish.)

A study of movements of students between European countries for the purpose of receiving higher education, taking note of the importance of this process for the difficult task of expanding education in the poorer countries, having few resources for the purpose.

2. OEA. Repertorio de la asistencia técnica y financiera para la educación en America Latina. OEA, Washington D.C., no date. 195 p.

In the words of its sub-title this directory is concerned to state 'who is offering, what is offered, and how it is offered'.

3. Overseas Development Institute. British aid : educational assistance. London, Overseas Development Institute Ltd., 1963. 125 p.

A factual survey of the British educational aid effort, both public and private, for education in receiving countries and for students coming to Britain.

Articles

1. Hoffherr, René. 'Le problème de l'encadrement dans les jeunes états de langue française en Afrique centrale et à Madagascar'. Tiers-Monde (Paris). Tome III, no. 2, octobre-décembre 1962. pp. 529-63.

The article discusses the sudden need for skilled manpower among the newly independent states of Africa, methods of estimating these needs, and the contribution to their fulfilment which can be made by services such as those for 'stagiaires' in France.

Documents

1. Cerych, L. Educational aid to developing countries (Draft report). Paris, Atlantic Institute, April 1963. 161 p. Processed.

This study is concerned to define the essentials of a consistent policy of external aid to education, which will enable such aid to be both co-ordinated and effective. Thus it is a first methodological approach to the aid problem for education.

2. Groomes, Gwendolyn. Inventory of American aid to education in Africa. Washington D.C., American Council on Education, October 1962. V + 236 p., tables. Processed.

A detailed inventory of U.S. aid to African education, including data on individual projects in particular countries.

3. Phillips, H. M. International aid for educational development in the form of technical assistance and real resources. Paper given at the International Economic Association Conference on the Economics of Education, Menthon St. Bernard, 29 August-7 September 1963. 31 p.

An account of the sources of aid to education and their scale, which deals specifically with technical and physical aid media, excluding the financial.

C. The organization and administration of educational planning

C1. Basic texts

Books

1. OEA - Unesco. Seminario Interamericano sobre Planeamiento Integral de la Educación. Organización, Metodos y Técnicas del Planeamiento. Washington D.C., Unión Panamericana, 1959. 119 p. (Documentos de Trabajo, Tomo II).

A series of articles on the various stages of the educational planning process, the administration of educational planning, and the place of public opinion, relevant to successful implementation of a plan.

Articles

1. Curle, Adam. 'Tradition, development and planning'. The Sociological Review. (Keele, U.K.). Vol. 8, no. 2, New Series, December 1960. pp. 223-38.

On the basis of experiences in Pakistan, the author discusses the need for planning to be an exercise in which the community actively participates, in order to avoid the dichotomy of the planners and the planned for, and possible conflicts between traditional and developmental authorities. This involves a close linking of global planning to local planning.

Documents

1. Martínez Cabañas, Gustavo. La Administración de la educación en algunos paises de America Latina. Washington D.C., Unión Panamericana, 1963. 15 p. Processed.

This brief study, derived from experiences concerning Bolivia, Chile, Costa Rica and Mexico, examines the structures, methods and personnel of educational administration, and makes recommendations for their improvement.

2. Wheeler, D.K. On the nature of educational planning. Working paper, Beirut Institute for Educational Administration. No date. 7 p.

Discusses particularly the human problems involved in the educational planning process, which have to be considered to ensure the efficiency of planning administration.

C2. The implementation of plans.

Articles

1. Diez-Hochleitner, Ricardo. 'Administración y planeamiento de la educación'. La educación (Washington D.C.). Año V, no. 17, enero-marzo 1960. pp. 7-16.

The article discusses educational planning as an administrative process, both internally, and in the context of the wider process of government. It is derived from the course of the same name held during the 'Curso Interamericano sobre Planeamiento Integral de la Educación' in Bogotá, 1959.

2. Diez-Hochleitner, R. 'L'Importance des facteurs pédagogiques et institutionnels'. Tiers-Monde (Paris). Tome 1, nos. 1-2. janvier-juin 1960. pp. 191-96.

An enumeration of factors relevant to the success of educational plans, both in their preparation, and in their implementation.

3. Harbison, Frederick H. 'Human resources development planning in modernizing economies'. International Labour Review (Geneva). Vol. LXXXV, no. 5, May 1962. pp. 435-58.
(Also published in French and Spanish.)

The article identifies the most common manpower problems in developing countries, proposes a strategy of manpower planning, including educational planning, and discusses the process of its implementation.

4. Kapp, K. William. 'Economic development, national planning and public administration'. Kyklos (Basle, Switzerland). Vol. XIII, fasc. 2, 1960. pp. 172-201.

Though written with reference to economic planning, the article emphasizes the important role of effective administrative services, particularly in the implementation of plans, and draws attention to qualitative and quantitative deficiencies of administration, using India as an example.

5. Kelley, S.C. 'The role of incentives in human resource planning' in Planning education for economic and social development. Paris, OECD, 1963. pp. 27-37.

The article discusses the need for incentives in human resource planning to make it successful in overcoming the inertia of a traditional society.

6. Poignant, R. 'The planning of education in relation to economic growth - France'. Policy Conference on Economic Growth and Investment in Education. Pt. 4. Paris, OECD, 1962. pp. 9-32.
(Also published in French and Spanish.)

The preparation and implementation of educational plans in France.

Documents

1. Colombia, Ministerio de Educacion Nacional. Aspecto económico de la educación - el 'Banco educativo Colombiano'. Bogota, Ministerio de Educación Nacional, no date. 11 p. Processed.

A brief description of the activities of the Colombian Educational Bank, an interesting initiative in the task of financing educational expansion.

2. Hayden, Howard. Optimum areas for educational administration in rural communities. Paris, Unesco, September 1961. 43 p.

Discussion of administrative functions, and consideration of systems in a number of countries, followed by proposals for a plan for administration, specifically referring to rural areas.

3. Unesco. Planning for the education sector. Paris, Unesco, 6 August 1963. 25 p. Processed (WS/0763.103).

Reviews the situation of educational planning activities in Asia, and then discusses techniques for programming education in relation to economic development, mentioning their advantages and disadvantages. There is also an examination of problems peculiar to educational planning as distinct from development planning, and discussion of the administrative structure of educational planning, and the importance of statistical data.

4. Unesco. Première mission du groupe de planification de l'éducation en Côte d'Ivoire. Rapport de synthèse. Paris, Unesco, 14 juin 1963. 179 p. 18 diagrams. Processed. (Classified 'confidential').

The Report reviews the various sectors and aspects of the national education system, in particular pointing out their favourable and unfavourable elements. Qualitative and quantitative changes needed to enable the educational system to make a maximum contribution to economic development during a Plan period from 1964 to 1980 are then discussed, together with proposals for administrative changes including the formation of an educational planning commission.

C3. The evaluation of plans.

Books

1. OEA - Unesco. Seminario Interamericano sobre Planeamiento Integral de la Educación. Organizacion, Methodos y Técnicas del Planeamiento. Washington D.C., Unión Panamericana, 1959. 119 p. (Documentos de Trabajo, Tomo II).

A series of articles on the various stages of the educational planning process, the administration of educational planning, and the place of public opinion, relevant to successful implementation of a plan.

Documents

1. Lewis, L.J. Evaluation of educational planning in Africa. Berlin, Deutsche Stiftung für Entwicklungsländer, 1963. 25 p. Processed.

The author reviews exercises in educational planning which have taken place in Africa and suggests further problems which such planning must take into account.

2. Mustapha, Hassan. Educational planning and teacher training. Cairo, United Arab Republic Institute of National Planning, 1961. Pt. 1, 60 p.; Pt. 2, 54 p. Processed. (Report No. 101).

Part 1 is concerned with a review of educational progress between 1953 and 1960 which includes most of the period of the first 5-year plan begun in 1956, and relation of this to the provisions of the record 5-year plan, begun in 1959. Then the first year's progress of the second plan is considered, and proposals for policy changes to permit fulfilment of the plan are made. Part 2 is a more detailed exposition of the second 5-year plan's provisions.

3. Pakistan, Planning Commission, Education and Training. Statement identifying the tasks set in the first five-year plan, a brief review of progress, and the possible contents of the second plan. Karachi, Government of Pakistan, April 1959. 12 p. (EDN 8).

A brief example of the process of evaluating the progress of a plan and making proposals in the light of this for further plans.

C4. The administration of educational planning.

Books

1. Chile, Ministro de Educación Pública - Bases generales para el planeamiento de la educación Chilena. No publisher, 1961. 96 p., 7 tables.

A generalized treatment. States a desirable development of the Chilean educational system, and then shows the extent to which this is fulfilled, demonstrating both the quantitative and the qualitative shortcomings of the existing situation, and making proposals to overcome them. Final section outlines structure of proposed planning agency.

2. Colombia. Decreto No. 1637 of 1960. Government of Colombia, 12 July 1960. 49 p.

The text of the decree relating to the reorganization of the Colombian Ministry of Education, including in Section 18 details of the functions of the Planning Office, and setting it in the context of the administrative structure of the Ministry.

3. Fernandez, H., Rafael. 'Algunos factores humanos en el planeamiento integral de la educación'. Educación (Caracas). Nos. 96-97, enero-abril 1962. pp. 23-40.

The article discusses the use of foreign and local experts, the planning team, and its conditions of work. It is concerned with the efficiency of work in planning rather than training for it.

4. OEA - Unesco. Seminario Interamericano sobre Planeamiento Integral de la Educación. Administración y Financiamiento de la Educación. Washington D.C., Unión Panamericana, 1959. 107 p. (Documentos de Trabajo, Tomo III).

Papers on the administrative and financial aspects of education, in relation to planning.

5. OEA - Unesco. Seminario Interamericano sobre Planeamiento Integral de la Educación. Organización, Metodos y Técnicas del Planeamiento. Washington, D.C., Unión Panamericana, 1959. 119 p. (Documentos de Trabajo, Tomo II).

A series of articles on the various stages of the educational planning process, the administration of educational planning, and the place of public opinion, relevant to successful implementation of a plan.

6. Unesco. Elements of educational planning. Paris, Unesco, 1963. 42 p. (Educational studies and documents, no. 45).

Introduction usefully points out the change of opinion reflected in the movement from educational reform to overall educational planning. This is followed by a description of the process and organization of educational planning.

Articles

1. Diez-Hochleitner, Ricardo. 'Application of elements of comparative education in the planning of education'. International review of education. Special issue. 'Thoughts on comparative education'. The Hague, 1959. pp. 100-10.
(Also in Spanish, and with French and German summaries.)

Proposal for utilizing operational research techniques in the production of data for educational planning.

2. Diez -Hochleitner, Ricardo. 'La planification intégrale de l'éducation depuis 1956. Une expérience pionnière en Colombie'. Développement et civilisations. (IRFED, Paris). No. 5, janvier-mars 1961. pp. 67-75.

A brief description of the process of establishing educational planning in Colombia, a pioneer in this activity, followed by a brief review of the first plan.

3. Hayden, Howard. 'Administration and the economics of education'. International Social Science Journal. Vol. XIV. No. 4, Pt. 1, 1962. pp. 700-05.
(Also published in French.)

An endeavour to place the economist's approach to educational planning, conceived as being essentially in opposition to that of the educator in the context of administrative possibility.

4. Khater, Roushdi. 'Programas de alfabetización de adultos'. Boletín trimestral (CREFAL, México). Vol. XIV, no. 1, invierno 1961-1962. pp. 5-12.

A brief account of the organization involved and stages of work in a literacy campaign for adults, which however lacks any breakdown of the costs involved.

Documents

1. Ecuador. Decreto no. 632, 1960. Quito, Government of Ecuador, 1960. 6 p. Processed.

Text of the decree replacing the 'Oficina de planificación educacional del Ministerio de Educación' by the 'Departamento de planeamiento integral de la educación', and describing the position, functions, organization and financial basis of the latter.

2. Ecuador, Ministerio de Educación Pública. El planeamiento integral de la educación en el Ecuador. Quito, Ministerio de Educación Pública, 1961. 35 p.

Detailed study of the 'Departamento de Planeamiento Integral de la Educación', with respect to its structure, its work, and its place in the Ministry of Education and relations with other government organs. Also contains the text of the Decree setting up the Department.

3. Hayden, Howard. *Optimum areas for educational administration in rural communities.* Paris, Unesco, September 1961. 43 p.

Discussion of administrative functions, and consideration of systems in a number of countries, followed by proposals for a plan for administration, specifically referring to rural areas.

4. Unesco. *Educational planning in Asia.* Paris, Unesco, 6 August 1962. 35 p. (Unesco/ED/194).

Planning needs and methods in the context of the Asian situation. Discussion of planning administration.

5. Unesco, AID, IBRD. *Recommendations for educational planning* (A Report to the Minister of Education, Republic of Colombia). No publisher, 8 February 1963. 53 p., bibliography. Processed.

Discusses the functioning of the educational planning office in Colombia, and reviews the shortcomings of existing educational provisions. Makes proposals for reorganizing the Planning Office, and about subjects for its study.

6. Unesco. *Report of the educational planning group on their first mission to Somalia.* Paris, Unesco, August 1962. 325 p. Processed. (Classified 'limited').

The Report is notable for its graphic treatment of the need to develop an educational system adapted to the country's development needs and possibilities. This approach characterizes the detailed treatment given to technical education in later chapters. Chapters 9 and 10 deal with the needs for educational planning, research and statistics machinery, exemplified by the current lack of data which makes planning difficult.

7. Unesco. Report of Unesco educational planning mission for Tanganyika - June to October 1962. Paris, Unesco, 31 January 1963. 109 p. Processed. (Classified 'limited').

Reviews the existing educational situation in Tanganyika, stressing the primacy of the need to set up educational planning machinery. Paragraphs 109-116 and 252-259 deal in detail with the setting-up of this machinery and its functions. In general the report is notable for its attention to the planned expansion of education in relation to economic development.

8. Wood, Hugh B. ; Knall, Bruno. Educational planning in Nepal and its economic implications. Kathmandu, Unesco, May 1962. 143+XXXIV p. 54 tables and 9 figures. Processed. (Draft report of the Unesco mission to Nepal, January-May 1962.)

The report surveys the programme of Nepalese educational expansion initiated in 1954, and makes recommendations for its modification in the light of economic development needs and potential and the resources available for education. Although educational planning activities were early initiated, there is a lack of research and statistics to back them up (Chapter 3, Section 11). Also considers the economic planning machinery and its products as a frame for further educational planning activity, the possible extent of which is discussed in a final chapter, together with its organization.

C5. Training of staff

Books

1. Centre régional de formation des cadres supérieurs de l'enseignement dans les états arabes. Beirut, 1962. 98 p.

This is the programme of the Centre, indicating the content of its courses and recommended readings.

2. United States, AID. Seminar on Problems of Manpower Planning, Development, Utilization, Distribution and Administration. Washington D.C., U.S. Government, 1962. ix+179 p., bibliography.

The record of the lectures and discussions which took place during the seminar. Education receives little direct mention except in relation to urban skill acquisition, but there is much discussion of methodological aspects of planning.

Documents

1. Ecuador, Departamento de planeamiento integral de la educación. Cursos regionales sobre planeamiento integral de la educación. Quito, Ministerio de Educación, 1961. 12 p.

Description of the courses for educational planners established in Ecuador.

2. Escondrillas, F. Esquema de una guía para la elaboración de presupuestos de educación. Santiago, Instituto Latinoamèricano de Planificación Económica y Social, 1962. 30 p. Processed.

A paper outlining, for training purposes, the steps in the process of educational budgeting.

3. Ferrer Martín, S. Curso de Planeamiento de la Educación 1963. Evaluación. Santiago, Instituto Latinoamèricano de Planificación Económica y Social, October 1963. 25 p. Processed.

A detailed evaluation of the course, carried out with the help of responses to questionnaires given by the participants.

4. OECD. Seminar syllabus. Paris, OECD, 28 August 1963. (DAS/PD/63.69). 13 p. (Classified 'restricted').

A series of seminar subjects referring to problems to be dealt with in the formulation of an educational plan, with discussion outlines, used at the OECD Training Course for Human Resource Strategists held in Athens in September 1963.

5. OECD, Directorate for scientific affairs. Discussion guides and individual work project. Paris, OECD, 20 August 1962. (DAS/PD/63.34). 19 p. (Classified 'restricted').

Formulates sets of pertinent questions on many subjects of interest to trainees in educational planning.

6. Regional Centre for the Training of Educational Planners, Administrators and Supervisors in Asia, New Delhi. Prospectus for the course for educational planners and administrators (31 August - 28 November 1963). Bangkok, Unesco, 1963. 12 p. Processed.

A brief description of the conception, general programme and arrangements for the course.

7. Unesco. Final report on the Inter-American Seminar on Overall Planning for Education. Unesco, Paris, 5 May 1961. 17 p. Processed. (Also published in Spanish.)

The report reviews the programme of the Seminar, which took the form of a course on educational planning, including a summary of the subject matter of the various lectures and discussions.

D. Case materials

D1. Educational planning.

Books

1. Australia, Parliament of the Commonwealth of Australia. Report of the Committee on Australian Universities. Canberra, Commonwealth Government Printer, 1958. 133 p.

> Although not a formal plan for expansion, this Report gives a planning-minded treatment of the needs for rapid expansion of the Australian universities. It brings out the point that at the higher levels, educational expansion is a continuing heavy burden for any country, whatever its income level.

2. Bakamis, William A. Industrial education and Paraguay's future. Asunción, Servicio Cooperativo Interaméricano de Educación. No date. 155 p. Appendices.

> An examination of Paraguay's industrial labour requirements, and an educational plan to provide for their training.

3. Brazil, Ministério da Educação e Cultura. Plano trienal de educação (1963-1965). Brasília, Departamento de Imprensa Nacional, 1963. 51 p., tables.

> A brief review of the educational situation is followed by a listing of the targets to be achieved by the plan, and the consequent financial requirements.

4. Chile - Ministro de Educación Pública - Bases generales para el planeamiento de la educación Chilena. No publisher, 1961. 96 p., 7 tables.

> A generalized treatment. States a desirable development of the Chilean educational system, and then shows the extent to which this is fulfilled, demonstrating both the quantitative and the qualitative shortcomings of the existing situation, and making proposals to overcome them. Final section outlines structure of proposed planning agency.

5. Colombia, Ministerio de Educación Nacional. Informe del proyecto para el primero plan quinquenal. Bogotà, Ministerio de Educación Nacional, junio 1957. 5 volumes, separate pagination. Processed.

Volume 1 is introductory and theoretical. Volume II concerns primary and teacher education. Volume III deals with general secondary education, and technical and commercial education. Volume IV is concerned with rural education. Volume V discusses the financing and administration of the plan.

6. France, Commissariat général du plan d'équipement et de la productivité. Rapport général de la Commission de l'équipement scolaire, universitaire et sportif. Paris, Imprimerie nationale, 1961. 269 p., tables and diagrams.

The Report is concerned with the plan period 1962-65, but it also deals with the period up to 1970. The principal divisions of concern are the physical and personnel requirements for carrying out the plan, and the technical and administrative measures for its execution.

7. International Bureau of Education — Unesco. Educational planning. Geneva, 1962. 193 p. (Publication No. 242).
(Also published in French as Publication No. 241.)

Results of a comparative study of educational planning activities in 75 countries, based on answers to a questionnaire, and summaries of the activities in each country.

8. International Bureau of Education - Unesco. International yearbook of education. Geneva.
(Annual publication in English and French.)

Contains data on the various aspects of the educational system in a large number of countries, including since 1961 a section on educational planning, in the form of a comparative account and also on a country basis.

9. Iran, Ministry of Education. 20-year proposed plan for universal, compulsory and free primary education in Iran (the first five years phase). Tehran, Ministry of Education, 1962. 20 p.
(Text in English and Persian.)

A summary of requirements of teaching personnel and finance during the first five years of a 20-year plan to provide a universal and compulsory free 8-year education in Iran. It is not clear how far the plan relates to development needs or to what extent Iran can afford to carry it out unaided.

10. Morocco, Ministère de l'Education Nationale - Plan quinquennal, 1960 - 1964. Rabat. Ministère de l'Education Nationale,1juin 1960. Tome I, 'Politique scolaire'. Tome II, 'Evaluations budgétaires'. No separate pagination. Processed.

A detailed plan for the development of all sections of the Moroccan educational system. A drawback of the plan is that it is not clearly set in the context of national economic development, though fostering of this is one of its declared aims. Hence the viability of the plan needs to be established.

11. Nepal, Ministry of Education. The five-year plan for education in Nepal. Kathmandu, Ministry of Education, 1957. 39 p., 10 tables.

The outline of a five-year plan for educational expansion in Nepal, made within the context of the recommendations of the National Education Planning Commission appointed in 1954. The period of operation of the plan is not made clear, though its associated University Project is scheduled to run from 1956 to 1961. The Plan is commented upon in the subsequent Unesco Report, 'Educational planning in Nepal and its economic implications'. (1962)

12. OEA - Unesco. Seminario Interamericano sobre Planeamiento Integral de la Educación. Planeamiento Cualitativo de la Educación. Washington D.C., Unión Panamericana, 1959. 215 p., bibliography. (Documentos de Trabajo, Tomo IV).

Articles on planning particular levels or branches of education. However the planning involved is that of the character of education offered rather than its scale. Hence the qualitative element in education's influence on development is here emphasized.

13. OECD. Policies for science and education, country reviews - Sweden. Paris, OECD, 1962. 74 p. 41 tables.

Description of manpower forecasting for scientists and engineers in Sweden, which is the basis of planning relevant higher education. Discussion of types of plan.

14. Pakistan, Planning Commission, Education and Training. *Introduction of Universal Primary Education I. Within 15 years (1960-75). II. Within 10 years (1960-70).* Karachi, Government of Pakistan, 8 October 1959. 22 p. (EDN 4).

Outlines two alternative plans for achievement of universal primary education, dealing also with associated requirements for finance and teaching personnel.

15. Ruiter, R. *A tentative development plan for education in Somalia.* The Hague, Central Planning Bureau, October 1962. 33 p., 10 diagrams and 24 tables. Processed.

On the basis of the projected economic growth of Somalia and a group of factors selected as crucial in determining enrolment ratios, enrolment figures at various educational levels and the consequent cost and personnel requirements are determined, for 20-year and 5-year periods from 1960. This is an exercise in a planning methodology, and no study is made of the extent to which these plans can be carried out.

16. Sénégal, République du. *Plan quadriennal de développement, 1961-1964.* Dakar, 1961. 222 p., 64 tables; also maps and figures.

Pages 131-156 give details of educational objectives, the investments necessary for their fruition, and policies to carry out these processes, all in the context of the National 4-Year Development Plan.

17. Spain, Ministry of Education. *Las necesidades de educación y el desarrollo económico-social de España.* Madrid, Ministerio de Educación Nacional - OCDE, diciembre 1963. 201 p., tables and diagrams.

This is the Spanish 'Country Report' of the Mediterranean Regional Project. It describes the existing educational situation, the extent of educational needs to satisfy economic and professional requirements, and proposes educational policies to meet these needs, with details of costs.

18. Tanganyika, Department of Education. *A draft five-year plan for African education, 1957-1961.* Dar es-Salaam, Government Printer, 1956. 68 p., tables.

> Though it makes provisions for a variety of trade and technical courses, there is no indication that these provisions have been related to any particular development pattern, nor that there is any specific agency charged with educational planning. Hence the plan is perhaps better described as a programme for educational expenditure.

19. United Arab Republic, Ministry of Education - *Education planning in the United Arab Republic.* Cairo, Ministry of Education, July 1962. 24 p. (Published in Arabic, English and French.)

> An introduction to the educational planning process as carried on in the United Arab Republic, especially with reference to the Five-Year Education Plan, 1960-65.

20. UAR. Documentation and Research Centre for Education. *Takhtīt al-ta līm bil-jumhuriyah al- arabiyah al-muttahidah.* Cairo, 1962. 35 p. (Educational planning in the UAR.)

> A brief summary of the efforts of the Ministry of Education of the UAR in educational planning.

21. Unesco - ECA (U.N.). *Conference of African States on the Development of Education in Africa, Addis Ababa, 15-25 May 1961* - *Final report.* Paris, Unesco, no date. 232 p. (Unesco/ED/181). (Also published in French.)

> After general comments on various aspects of African education, the Report outlines a plan for African educational development. Annex IV includes papers on educational planning and the relation of education to development, among other subjects.

22. Unesco. *Long-range educational planning.* Paris, Unesco, 1957. 19 p. (Education abstracts, September 1957. Vol. IX, no. 7).

> A survey of educational plans, and economic plans with an educational element, giving brief details of 29 plans. The method of arriving at the targets mentioned in the plans is not given, and hence their relevance to development cannot be judged.

23. Unesco - ECA (U.N.). Meeting of Ministers of Education of African Countries Participating in the Implementation of the Addis Ababa Plan - Final report. Paris, Unesco, 26-30 March 1962. 223 p., tables. (Unesco/ED/191).
(Also published in French.)

Annex IX is useful for its review of the educational activities in African states in relation to the demands of the Addis Ababa plan. In few of these countries was there a fully co-ordinated over-all educational plan at the time of writing.
Annex X compares the existing state of educational finance and enrolment with that required for the planned fulfilment of Addis Ababa, indicating the gaps to be covered.

24. Venezuela, Oficina de planeamiento integral de la educación. Anteproyecto de esquemas básicos para el planeamiento de la educación en Venezuela. Caracas, 1961. 71 p.

Detailed review of the contents of educational programmes in Venezuela:- (1) 12-year Plan 1962-1973. (2) Programme for 1962. (3) Execution of first year of 4-year Plan 1962-1965. (4) 4-year Plan 1962-1965. (5) Study of the existing educational system. (6) Concentration of technical services for educational planning.

Articles

1. Akrawi, Matta. 'Educational planning in a developing country'. International Review of Education (The Hague). Vol. 6, 1960. pp. 257-84.
(Summaries in French and German.)

Proposes a new educational framework, more in keeping with the needs of the Sudan, and indicates the measures needed to bring this to fruition, initially by means of a Five-Year plan. Only a preliminary exercise, and not fully worked out in relation to wider needs of planned economic development.

2. Borghi, Lamberto ; Scarangello, Anthony. 'Italy's ten-year education plan'. Comparative Education (New York). Vol. 4, no. 1, June 1960. pp. 26-30.

A critical commentary on the plan, which argues in favour of the co-ordination of the planning of education with that of other social services if educational planning is to give maximum assistance to development.

3. Elazar, Moric. 'The planning of education in relation to economic growth - Yugoslavia'. *Policy Conference on Economic Growth and Investment in Education.* Pt. 4. Paris, OECD, 1962. pp. 41-52.
(Also published in French and Spanish.)

Remarks on the preparation and financing of educational plans in Yugoslavia.

4. Haas, Herta. 'Establishing educational targets in Yugoslavia' in *Planning education for economic and social development.* Paris, OECD, 1963. pp. 195-204.

A description of the educational planning process as it operates in Yugoslavia.

5. International Labour Office - 'Manpower planning in Eastern Europe'. *International Labour Review* (Geneva). Vol. LXXXVI, no. 2, August 1962. pp. 3-35.

The article describes techniques of manpower planning under the Communist system, running from the general plan back to plans for the training and use of specialists, which in turn lead into the planning of education.

6. Médard, R. 'La scolarisation en Haute-Volta'. *Tiers-Monde* (Paris), Tome I, nos. 1-2, janvier-june 1960. pp. 234-41.

Describes the factors taken into account - demographic, economic, manpower, and financial - in evolving a programme for mass primary education in Haute-Volta adapted to the country's development needs.

7. Moberg, Sven. 'The planning of education in relation to economic growth - Sweden'. *Policy Conference on Economic Growth and Investment in Education.* Pt. 4. Paris, OECD, 1962. pp. 33-40.
(Also published in French and Spanish.)

Remarks on the system of educational planning used in Sweden.

8. Ozga, Wladyslaw. 'Buts et méthodes de la planification du développement de l'éducation en Pologne'. Tiers-Monde. (Paris), Tome I, nos. 1-2, janvier-juin 1960. pp. 95-117.

Accounts of educational planning in Poland, and its relation to economic development.

9. Poignant, Raymond. Establishing educational targets in France' in Planning education for economic and social development. Paris, OECD, 1963. pp. 205-22.

A description and evaluation of French educational planning methods.

10. Poignant, Raymond. 'The planning of education in relation to economic growth - France'. Policy Conference on Economic Growth and Investment in Education. Pt. 4. Paris, OECD, 1962. pp. 9-32. (Also published in French and Spanish.)

The preparation and implementation of educational plans in France.

11. Poignant, Raymond. 'La planification de l'expansion de l'enseignement en France'. Tiers-Monde (Paris), Tome I, nos. 1-2, janvier-juin 1960. pp. 208-20.

An account of the planning devised to deal with the post-war expansion of education in France.

12. Union Panamericana. 'Seminario sobre planeamiento integral de la educacion'. La educacion (Washington D.C.). No. 11, julio-septiembre 1958. pp. 4-101.

Review of the conclusions and recommendations of the inter-American seminar on educational planning, 1958.

Documents

1. Awokoya, S.O. Educational planning in Nigeria. Berlin, Deutsche Stiftung für Entwicklungsländer, 1963. 17 p. Processed.

An account of specific problems to be dealt with by educational planning in Nigeria.

2. Doussis, C. Notes on educational planning in Greece. Berlin, Deutsche Stiftung für Entwicklungsländer, 1963. 11 p. Processed.

An account of educational planning experience in Greece, which has been in connection with the work of the OCED Mediterranean Regional Project.

3. Ethiopia, Ministry of Education and Fine Arts. Proposed plan for the development of education in Ethiopia. Addis Ababa, Ministry of Education and Fine Arts, August 1961. 77 p., tables, 1 graph. Processed. (Classified limited).

An application of the plan framework of the Addis Ababa Conference of May 1961, to the Ethiopian educational system. Since the Ethiopian system is admitted to be below the African average, the reservations which have since arisen about the Addis Ababa plan would seem to apply with even greater force to this plan.

4. Fernandez H., Rafael. Situación del planeamiento integral de la educación en America Latina. Washington D.C., Unión Panamericana, 1963. 176 p., bibliography. Processed.

The study includes a history of Latin American educational planning efforts, with a country-by-country review of the existing situation, a consideration of the efficacy of planning as a mechanism for change, an evaluation of results, and recommendations for future action.

5. Germanacos, C. L., et al. Report of the Unesco educational survey mission to British Guina. Paris, Unesco, June 1963. 102 p. Appendices. Processed. (WS/0663.22).

In the absence of any economic plan the Report attempts to survey and make proposals for the improvement of the educational system in close relation with potential economic development, and suggests the need for reformulation of Government proposals in relation to the resources available for their fulfilment. Hence the Report is designed to act as a basis on which an educational plan closely related to development needs can be formulated. Appendix L gives detailed proposals for an educational planning unit, and other planning activities.

6. Hammiche, B. Educational planning. Paris, Unesco, 7 October 1963. 5 p. Processed. (Unesco/SS/ST/Sem.5/11).

A brief description of the machinery set up, and the initial steps taken, for educational planning in the Algerian Democratic Republic.

7. Hayward, B. The future of education in Puerto Rico - its planning. Puerto Rico, Departamento de Instrucción Pública, 6 October 1961. 45 p., tables, charts. Processed.

A statement of the tasks to be undertaken by educational planning in Puerto Rico, and the resources available for the purpose.

8. India, Ministry of Education. Draft perspective plan for the development of elementary education in India (1961-1975). Delhi, Government Press, 1962. 162 p. Processed.

This publication sets out the consequences of adopting three alternative targets for primary educational expansion over a 15-year period, with particular emphasis on their impact on the teaching force. It is not formally a plan, but undertakes techniques of planning and produces results which would be incorporated in a plan for India at the national level. No indication is given of the relation of the targets to the development effort.

9. Joint Thai-USOM human resources study. Preliminary assessment of education and human resources in Thailand. Vol. I. Report of the joint task force, Vol. II. Working paper. USOM/THAILAND, Agency for International Development, October 1963. Vol. I. 74 + IX p., tables and diagrams. Vol II - various pagination, tables and diagrams. Processed.

Volume I reviews the educational system and indicates its likely shortcomings in relation to probable manpower needs, using the situation revealed as a basis for proposed educational changes. The impact of these on the planning and administrative services is then considered. Volume II contains a series of Working Papers on aspects of the manpower and educational situations, which formed the basis for the conclusions reached in the Report.

10. Knall, Bruno ; van Waeyenberghe, Remi. La planification de l'éducation dans ses rapports avec la planification de l'économie. Saigon, Unesco, December 1960. 122 p., 39 tables. Processed. (Classified 'confidential'). (Report of Unesco mission to Vietnam, October-December 1960).

In the absence of economic or educational planning activities in Vietnam, the Report confines itself to reviewing the progress of the educational system, commenting on its lack of adaptation to development needs, and the current state of the economy. A final chapter discusses in more detail the prospects for developing planning services, with recommendations, in particular for an educational planning service.

11. Malassis, L. Rapport préliminaire sur la programmation des investissements intellectuels en agriculture en relation avec le développement économique et social et la programmation de l'éducation en général. Paris, Unesco, 4 septembre 1963. 35 p., bibliography. Processed. (Unesco/ED/Agred/INV.INT/01). (Classified 'limited').

The paper is intended to underline the principle that rural development goes hand in hand with the development of rural education, and hence planning of these developments must also be closely related. It goes on to consider the process of planning rural education.

12. Mustapha, Hassan. Educational planning and teacher training. Cairo, United Arab Republic Institute of National Planning, 1961. Pt. 1., 60 p. Pt. 2, 54 p. Processed. (Report No. 101).

Part 1 is concerned with a review of educational progress between 1953 and 1960, which includes most of the period of the first 5-year plan, begun in 1956, and relation of this to the provisions of the second 5-year plan, begun in 1959. Then the first year's progress of the second plan is considered, and proposals for policy changes to permit fulfilment of the plan are made. Part 2 is a more detailed exposition of the second 5-year plan's provisions.

13. Netherlands delegation. Report from Surinam. Referring to the items on the agenda of the Conference on Education and Economic and Social Development in Latin America. 34 p. , tables. (Conference on Education and Economic and Social Development in Latin America, Santiago, Chile, 5-19 March 1962. Information document no. 12).

Though written in rather individual English, this is an interesting study of the methods used in planning educational expansion in Surinam.

14. OECD. Directorate for scientific affairs. *Programme on Educational Investment and Planning: Fourth Meeting of Directors and Representatives of National EIP Groups*. Paris, OECD, 13 November 1963. 14 p. Processed. (DAS/EIP/63.25).

A brief description of the conceptual framework and working methods of the EIP programme.

15. OECD. Directorate for scientific affairs. *Programme on Educational Investment and Planning : Progress and Policy Report*. Paris, OECD, 20 November 1963. 15 p. Processed. (DAS/EIP/63.26).

This paper briefly outlines the directions in which research is proceeding in the EIP programme.

16. Rofail, S. *et al*. *Long-term manpower planning research*. Cairo, Institute of National Planning, 1963. 32 p., tables. Processed. (Memo. no. 287).

The paper gives results of exercises to determine (1) the pattern of labour requirements; (2) the output of the educational system; (3) changes consequently needed in plan targets or the educational structure to match (1) and (2), for the UAR during the period 1960-1985.

17. Rofail, S. *et al*. *Proposed education plan to match manpower requirements for the period 1960-1985*. Cairo, Institute of National Planning, 25 May 1963. 32 p., 17 tables, 4 figures. Processed. (Memo. no. 325).

This plan shows the expansion of the UAR education system required to satisfy the estimated long-term manpower requirements of the economy.

18. Ruiter, R. *The past and future inflow of students into the upper levels of education in the Netherlands*. Paris, OECD, 4 November 1963. 78 p., tables, diagrams. Processed.

An extensive résumé of various methods used in the Netherlands to forecast grammar school and university enrolments.

19. Unesco. A basis for an estimate of educational targets for Latin America and financial resources needed to meet them : a statistical paper. U.N. Economic and Social Council, Santiago, Chile, 19 March 1962. 26 p., 16 tables. (Limited distribution). (Conference on Education and Economic and Social Development in Latin America, Unesco/ED/CEDES/37/Add. 2).

Endeavour to estimate the scale of expansion needed to achieve universal primary education in Latin America by 1970, and the average unit costs of the operation.

20. Unesco. Camerounian education planning group. Report drawn up on return of the first mission (10 March - 20 May 1962). Paris, Unesco, 30 October 1962. 130 p. Processed. (Classified 'limited'). (Also published in French.)

Essentially a fact-finding mission, to obtain a basis of knowledge for the subsequent formulation of educational plans. Also contains suggestions for planning aims, and recommendations for further preparatory work to facilitate educational planning in Cameroun.

21. Unesco. Educational investment programming mission - Sudan. Paris, Unesco, July 1963. 188 p. , 91 tables. Processed. (Classified 'confidential').

The Report is written against the background of the Ten Year Plan of Economic and Social Development 1961/62 - 1970/71, emphasizing the need for educational expansion to meet its manpower requirements. To this end the provisions of the Educational Development 1961/62 - 1967/68 are discussed, and its modest nature suggested. However, doubt is cast on the country's ability to finance this plan.

22. Unesco. Educational Investment Programming Mission - Thailand. Paris, Unesco, December 1963. 200 p. , tables. Processed.

The Report of the Mission takes into account the economic and manpower backgrounds in evaluating the current educational situation, on the basis of which it suggests projects for educational investment, with details of their anticipated cost.

23. Unesco. National plans for educational development in the general context of economic and social development. Paris, Unesco, 2 March 1962. 112 p. (Distribution limited). (Unesco/EDAF/MIN/III). (Also in French.)

An account of the activities in educational planning which had been undertaken by various African countries by the time of the Meeting of Ministers of Education of African Countries participating in the implementation of the Addis Ababa Plan.

24. Unesco. The nature of educational planning. Bangkok, ECAFE, 11 March 1963. 7 p. Processed. (Classified - 'For participants only'). (SDP/Working Paper No. 2(b) prepared for the meeting of the Group of Experts on Social Development, Bangkok, 9-18 April 1963).

An introductory but very concise study of the institutional framework, methodology, and relation to the economy, of educational planning. Also suggests some roles for international assistance to educational planning.

25. Unesco. Première mission du groupe de planification de l'éducation en Côte d'Ivoire. Rapport de synthèse. Paris, Unesco, 14 juin 1963. 179 p. 18 diagrams. Processed. (Classified 'confidential').

The Report reviews the various sectors and aspects of the national education system in particular pointing out their favourable and unfavourable elements. Qualitative and quantitative changes needed to enable the educational system to make a maximum contribution to economic development during a Plan period from 1964 to 1980 are then discussed, together with proposals for administrative changes, including the formation of an educational planning commission.

26. Unesco. Rapport sur la planification de l'enseignement en Iran, en Thailande, et en Viet-nam, dans le cadre de la planification générale de ces trois pays. Paris, Unesco, 8 mai 1961. 112 p. Processed. (Limited distribution).
(Also in English.)

A description of educational planning activities in three Asian countries, in the context of their general planning.

27. Unesco - AID - IBRD. Recommendations for educational planning. (A Report to the Minister of Education, Republic of Colombia). No publisher, 8 February 1963. 53 p., bibliography. Processed.

Discusses the functioning of the educational planning office in Colombia, and reviews the shortcomings of existing educational provisions. Makes proposals for reorganizing the Planning Office, and about subjects for its study.

28. Unesco. Report of the Advisory Commission for the Development of Higher Education in the Federal Republic of Cameroun. Paris, Unesco, 15 October 1962. 103 p., tables. Processed.

The Commission's Report attempts to compare the anticipated demand for high-level manpower with the projected enrolments in higher education, as a basis for recommending the number of higher educational establishments to be set up. The tentative nature of the results is, however, emphasized, in view of the scarcity of essential data on which to base them.

29. Unesco. Report of the Educational Planning Group on their First Mission to Somalia. Paris, Unesco, August 1962. 325 p. Processed. (Classified 'limited').

The Report is notable for its graphic treatment of the need to develop an educational system adapted to the country's development needs and possibilities. This approach characterizes the detailed treatment given to technical education in later chapters. Chapters 9 and 10 deal with the needs for educational planning, research and statistics machinery, exemplified by the current lack of data which makes planning difficult.

30. Unesco. Situation et perspectives de l'enseignement en Haute-Volta. Paris, Unesco, 10 novembre 1961 153 p., bibliography, 43 tables. (Classified 'limited'). (ED/Ed. Plan, AFR/Rep. 1).

Not an educational plan, but a review of existing education system, followed by survey of manpower resources and requirements. Then outlines programmes of expansion in relation to 3 alternative hypothetical targets to be achieved by 1980, i.e. over a 20-year period. The ability to finance these programmes seems not to be considered. Recommendations on educational expansion and its administration.

31. Wood, Hugh B. Problems of educational planning in Nepal. Berlin, Deutsche Stiftung für Entwicklungsländer, 1963. 11 p. Processed.

An account of the problems faced in the preparation and implentation of educational planning in Nepal.

D2. Education

Books

1. Dewitt, Nicholas. Education and professional employment in the USSR. Washington D.C., National Science Foundation, 1961. 856 p., tables, bibliography.

A study of the Soviet educational system is followed by an examination of the employment of Soviet manpower, thus providing material relevant to the study of Soviet educational planning, and its integration in the planning of the economy.

2. Dottrens, Robert. The primary school curriculum. Paris, Unesco, 1962. 281 p., tables.

For the national educational planner, this is education viewed through the opposite end of the telescope - the pedagogical approach to increased efficiency in the classroom, which is important for the effectiveness of educational planning, and hence significant for the planner.

3. Fourré, Pierre. Adult education techniques in developing countries - a Greek case study. Paris, OECD, no date. 137 p., photographs and pictures.

This book is an account of adult educational methods used in Greece and experiences with them.

4. Great Britain. Committee on Higher Education. Higher education. London, H.M.S.O. 1963. 335 p., tables, charts, 6 volumes of appendices. (Cmnd. 2154 - 'The Robbins Report').

The Report surveys higher education in Britain and makes proposals for its future expansion, taking into consideration a wide range of factors. Hence the thinking exposed is of great interest for educational planners. The appendices contain more detailed treatment of many subjects covered in the Report, and also a wealth of statistical information.

5. Hunter, Guy. Education for a developing region. A study in East Africa. London, George Allen and Unwin, Ltd., 1963. 119 p., tables and diagrams.

In Part I the author reviews the history of educational development in East Africa and the present situation, pointing out educational bottlenecks which are rapidly becoming apparent. Part II deals with a number of specific subjects relevant to the development of education in relation to the needs of manpower for economic development.

6. Kitchen, Helen, ed. The educated African. New York, Praeger, 1962. 542 p., tables, maps, illustrations.

This book briefly surveys the development of education in each of the countries of Africa, in particular examining the influences which governed that development in each country.

7. Shukla, S. The context of education in developing societies. Delhi, Central Institute of Education, 1963. 40 p.

The report of a conference which discussed educational experiences in a number of Asian countries, and attempted to relate them to development.

8. Unesco. The development of higher education in Africa. Paris, Unesco, 1963. 339 p., tables and diagrams.

The Conference was a complement to the 1961 Addis Ababa Conference, and this is reflected in its Report. The background papers include a useful compendium of statistics and information on the financing of African higher education.

9. Vaizey, John. The control of education. London, Faber and Faber, 1963. 263 p.

The essays in Part II deal with a wide range of educational topics, e.g. expenditure, government control, teachers' salaries and status, mainly with reference to the United Kingdom.

Articles

1. Darkwa, K. Ampom. 'Education for cultural integrity. The Ghanaian case'. Teachers College Record (New York). Vol. 64, no. 2, November 1962. pp. 106-11.

The article shows the harmful consequences which can arise from educational expansion which is unplanned in relation to current and desired economic and social development, and then goes on to discuss the problem of choosing languages of instruction.

2. Delprat, R. 'Fermes - écoles au Dahomey'. Développement et civilisations. (Paris), no. 2, juin 1960. pp. 59-64.

A brief account of experimental programmes in Dahomey intended to use educational activities in agricultural development.

3. Economic Commission for Latin America (U.N.). 'Conference on Education and Economic and Social Development in Latin America'. Economic Bulletin for Latin America (Santiago). Vol. VII, no. 2, October 1962. pp. 193-213.

This article briefly reviews the proceedings of the conference and sets out the conclusions and recommendations concerning integration of educational planning with economic and social planning, and international co-operation to assist this endeavour.

4. Enarson, Harold L. 'University education in Central America'. Journal of Higher Education (Columbus, Ohio). Vol. XXXIV, no. 4, April 1963. pp. 196-204.

A description of the social, political and economic context in which the Central American universities have developed, and the effect of this on the higher education offered, is followed by a description of the new initiatives in inter-university co-operation being fostered by CSUCA, in particular in the field of general studies.

5. Harris, Seymour E. (Editor). Higher education in the United States : the economic problems. Cambridge, Massachusetts, Harvard University Press, 1960. 247 p. (Published as a supplement to the August 1960 issue of the Review of Economics and Statistics, and numbered Vol. XLII, no. 3, part 2.)

> Though closely devoted to American experience, the papers in the sections 'Experiment in higher education' and 'Economics and educational values' could conceivably be of comparative interest for educational planners elsewhere.

6. Kahan, Arcadius. 'The economics of vocational training in the USSR. Comparative Education Review (New York). Vol. 4, no. 2, October 1960. pp. 75-83.

> Taken from an unpublished thesis, the article is interesting for the insights it gives into Soviet educational policies designed to assist rapid economic development.

7. Khater, Roushdi. 'Programas de alfabetización de adultos'. Boletín trimestral (CREFAL México). Vol. XIV, no. 1, invierno. 1961-62. pp. 5-12.

> A brief account of the organization involved and stages of work in a literacy campaign for adults, which however lacks any breakdown of the costs involved.

8. Labret, Joseph Louis. 'Hacia una educación integral del mundo rural'. Revista Colombiana de educación (Bogotá). Vol. II, no. 6, julio - septiembre 1960. pp. 19-40.

> The article proposes a scheme of rural education designed to foster the modernization of rural society and the countryside required in the process of development.

9. Rossello, Pedro. L'éducation comparée au service de la planification. Genève, Delachaux et Niestlé, 1959. 23 p. (Cahiers de pédagogie expérimentale et de psychologie de l'enfant, New series, no. 17).

Indicates the dominant current trends in comparative education, and conjectures the possibility of their inter-relatedness, and the need for this to be taken into account by educational planners.

10. Smith, D.C. 'Children's books in developing countries'. International Development Review (Washington D.C.). Vol. V, no. 1, March 1963. pp. 17-20.

This brief article stresses the educational importance of publishing relevant juvenile books in developing countries, and of providing an adequate school library service as a chief market for such books.

Documents

1. Babino, Ernesto F. Estudio comparado de la educación técnica en America Latina. Washington D.C., Unión Panamericana, 1963. 293 p., tables. Processed.

This survey of Latin American technical education devotes particular attention to labour force structure and plans for technical education, and financial, personnel and physical resource problems.

2. Benveniste, G. La educación de adultos en America Latina. Washington D.C., Unión Panamericana, enero 1963. 39 p. Processed.

A review of adult education in Latin America, dealing with both its nature and its scope, is followed by examples of initiatives in adult education in a number of countries outside the region.

3. Blitz, Rudolph C. Some observations on the Chilean education system, and its relation to economic growth. Chicago, Committee on Economic Growth, Social Science Research Council, 1963. 20 p. Processed (Classified 'restricted'). (Paper given at the Conference on Education and Economic Development, Comparative Education Center, University of Chicago, 4-6 April 1963).

The main part of this paper describes the Chilean educational pyramid, and offers reasons for the high rate of wastage illustrated.

4. Daniels, Marietta. Bibliotecas públicas y escolares : sus necesidades y plan de acción propuesto dentro de la Alianza para el Progreso. Washington D.C., Unión Panamericana, 1963. 136 p., tables, bibliography. Processed.

The need for extension of library services in Latin America is dealt with in this study, which examines the dimensions of the shortage and makes suggestions for action to overcome it.

5. Dutra da Fonseca, G.; van Gelderen, A.M. La contribución de la iniciativa privada a la educación en America Latina. Washington D.C., Unión Panamericana, 1963. 350 p., tables. Processed.

A survey of the private sector of education in Latin America, including an examination of its failure to be included in exercises in educational planning, carried out by means of case studies of seven countries.

6. East African Institute of Social Research. Proceedings of the EAISR Conference, January 1963, Part B., Education research papers. Kampala, EAISR, 1963. Various pagination. Processed.

The studies comprising this set of paper include sociological and educational data relevant to effective educational planning for African countries.

7. East African Institute of Social Research. Proceedings of the EAISR Conference, June 1963, Part F, Education Research. Kampala, EAISR, 1963. Various pagination. Processed.

The studies comprising this set of papers provide educational information of relevance to the educational planner, both at the macro- and micro-levels.

8. El Shimy, S.A.F. Correlating technical training with general education in Africa. Paris, Unesco, 1963. 13 p. Processed. (Unesco/ED/Agred 5).

The author stresses the need for education to relate to environment, and shows how this fails to happen in most African education, which takes children from agricultural backgrounds and trains them for white-collar jobs. He then describes a Ugandan initiative to overcome this situation, and makes some proposals for African agricultural education.

9. Engert, M. *New trends in polytechnical education with special reference to planning of manpower demand in the long run (Experience from the German Democratic Republic)*. Cairo, Institute of National Planning, 15 May 1963, 12 p. Processed.
(Memo. no. 307).

An explanation of the new emphasis on the vocational element in education, designed to lead school pupils into occupations relevant to national manpower requirements.

10. Graham, A.B. *et al.* *Technical education in Pakistan*. Paris, Unesco, 1961. 82 p., tables, bibliography. Processed. (Report of the Unesco mission to Pakistan, February-March 1961).

The Report discusses the proposals of the National Commission on Education and the Second Five-Year Plan referring to technical, commercial and agricultural education, and makes modifying recommendations in the light of further knowledge of the future economic needs of the country. The need to extend educational planning services is also mentioned.

11. Grandjean, Henri. *Public education in Somalia - third report*. Paris, Unesco, 13 July 1961. 106 p. Processed.
(Also published in French.)

Part 1 is a review of the system of education current in Somalia. Part 2 is a discussion of the draft plan of educational expansion for the period 1960-1961 - 1964-1965, but it is not made clear how far this plan relates to anticipated economic progress or planning.

12. Hopkins, P.G.H. *What role should adult education play in the process of economic development?* Nyasaland, Nyasaland Economic Symposium, July 1962. 19 p. Processed.

An illuminating discussion of the importance, nature, content and economic benefits of adult education, with particular reference to African conditions.

3

13. IEDES. Perspectivas de desarrollo de la educación en 19 paises Latinoamericanos (1960-1970) y Anexos. Washington D.C., Unión Panamericana, 1963. 172+XV p. Anexos 124 p., tables and diagrams. Processed.

This study sets up a socio-economic typology of the Latin American countries, and examines educational output, its qualitative significance, educational costs and projected expenditures. The 'Anexos' include an examination of the manpower situation.

14. Mushkin, Selma J. Resource requirements and educational obsolescence. Paris, OECD, 24 October 1963. 16 p. Processed. (DAS/PD/63.80).

The author recognizes the need for continuous re-education of the whole labour force in a society governed by rapid technological change, and makes suggestions for appropriate educational reforms.

15. Organization of American States - Development of education in Latin America - prospects for the future. Washington D.C., OAS, 1963. 198 p., tables and diagrams. Processed.
(Document 6 at the Third Inter-American Meeting of Ministers of Education, 29 May 1963, originally published in Spanish.)

This important Report recognizes an appropriate educational system as the basic condition for the development of Latin America which is the aim of the Alliance for Progress. Accordingly this review of the educational situation in Latin America specifies areas for priority action if the educational system is to make its proper contribution to Latin American development.

16. OEA. La educación en America Latina (Presentación estadística). Washington D.C., Unión Panamericana, 1963. 123 p., tables and diagrams. Processed.

The subjects discussed and extensively illustrated with statistics include : the framework of population growth and urbanization surrounding educational development, the development of education, enrolment ratios, educational output, the resources used by education, and case studies of the countries of Latin America.

17. Page, André. 'Desirable balance between general education and technical and vocational training'. Paper given at the International Economic Association Conference on the Economics of Education, Menthon St. Bernard, 29 August - 7 September 1963. 19 p. Processed.

> The paper is useful in outlining the social and economic obstacles to an expansion of technical education in developing societies.

18. Rashid, M. 'Absorption of the educated'. Paper given at the International Economic Association Conference on the Economics of Education, Menthon St. Bernard, 29 August - 7 September 1963. 18 p. Processed.

> The paper discusses the commonly associated phenomena of unemployed intellectuals and scarcity of skilled labour, and suggests that educational planners should take account of the character of the labour market, particularly when planning for the higher levels of education. Social factors affecting employment must also be considered.

19. del Rio, Fernando. La enseñanza agropecuaria en America Latina. Washington D.C., Unión Panamericana, 1963. 24 p. Processed.

> A brief survey of the current situation, its shortcomings, and the future needs of agricultural education in Latin America.

20. Rodriguez Bou, I. La educación superior en America Latina. Washington D.C., Unión Panamericana, 1963. 196 p., tables, bibliography. Processed.

> The current situation of the universities is examined, both quantitatively and qualitatively, together with the scale of the need for future expansion.

21. Sarc, Omar Celal. Education in countries in process of development : experience of Turkey. Paper given at the International Economic Association Conference on the Economics of Education, Menthon St. Bernard, 29 August - 7 September 1963. 14 p. Processed.

> A brief description of the educational system in Turkey, with indications of some of the particular educational problems faced, the degree of success in overcoming them, and consequent proposals for modification of the educational system.

22. Unesco. La educación primaria en America Latina. Washington D.C., Unión Panamericana, 1963. 125 p., tables. Processed.

The aspects of primary education in Latin America which are considered in this survey include its obligatoriness, teachers, curricula, administration and financing.

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